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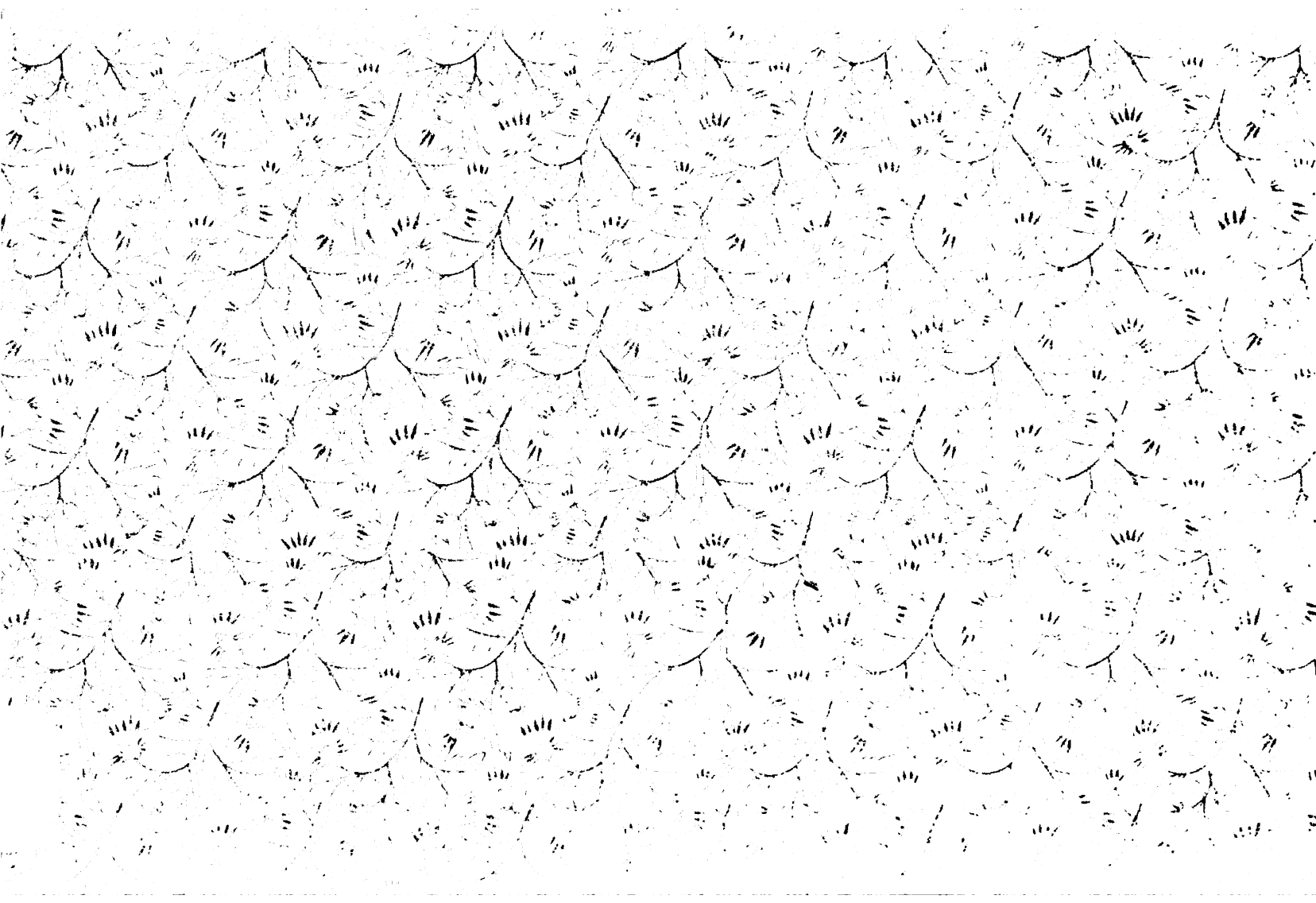
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LELAND STANFORD JUNIOR UNIVERSITY



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DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

PUBLIC SCHOOLS

OF THE

CITY OF CHICAGO.

FORTY-FOURTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION

FOR THE

YEAR ENDING JUNE 24, 1898

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BOARD OF EDUCATION

For the Year 1897-98.

EDWARD G. HALLE, *President.*

THOMAS CUSACK, *Vice-President.*

W. A. S. GRAHAM, *Secretary.*

NAME.	ADDRESS.	TERM EXPIRES.
THOMAS BRENAN,	16 Reaper Block, Clark and Washington Streets,	1899
DANIEL R. CAMERON,	73 Lake Street,	1899
THOMAS CUSACK,	500 Throop Street,	1898
EDWARD G. HALLE,	Room 204, Royal Insurance Building,	1899
ALFRED S. TRUDE,	Room 15, No. 79 Clark Street,	1898
WILLIAM R. HARPER,	Fifty-eighth Street and Ellis Avenue,	1898
OTTO C. SCHNEIDER,	392 North Clark Street,	1898
P. F. PETTIBONE,	48 Jackson Street,	1898
MRS. EVELYN A. FRAKE,	625 Fulton Street,	1898
MRS. ELLA G. HULL,	3221 South Park Avenue,	1898
GEORGE E. ADAMS,	Room 914, Temple Building,	1899
H. H. GROSS,	434 Rookery Building,	1899
CLAYTON MARK,	Twenty-sixth Street and Blue Island Avenue,	1899
JOSEPH H. STROSS,	Room 26, 116 Monroe Street,	1899
MRS. CAROLINE K. SHERMAN,	225 South Leavitt Street,	1900
JOHN T. KEATING,	51 Lake Street,	1900
THOMAS GALLAGHER,	241 South Sangamon Street.	1900
BERNARD F. ROGERS,	154 La Salle Street,	1900
JESSE SHERWOOD,	6328 Harvard Avenue,	1900
GRAHAM H. HARRIS,	Room 812, 59 Clark Street,	1900
OTTO GRESHAM,	Room 701, 131 La Salle Street,	1900

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STANDING COMMITTEES FOR 1897-98.

SCHOOL MANAGEMENT.

Messrs. Brenan, Cusack, Mrs. Hull, Messrs. Strong, Adams, Harper, Cameron, Pettibone, Mrs. Frake, Mr. Gross, Mrs. Sherman, Mr. Keating.

JANITORS AND SUPPLIES.

Messrs. Schneider, Cameron, Mark, Gallagher, Keating.

BUILDINGS AND GROUNDS.

Messrs. Cusack, Schneider, Mark, Gresham, Rogers, Sherwood, Gallagher, Keating, Harris.

FINANCE.

Messrs. Gross, Mark, Strong, Harris, Rogers.

JUDICIARY.

Messrs. Adams, Gresham, Harris.

SCHOOL FUND PROPERTY.

Messrs. Mark, Brenan, Trude, Cusack, Strong, Harris, Sherwood.

HIGH SCHOOLS.

Messrs. Trude, Brenan, Strong, Harper, Pettibone, Gallagher, Gresham.

MANUAL TRAINING.

Messrs. Gallagher, Mark, Mrs. Hull, Messrs. Harper, Sherwood, Harris, Rogers.

SPECIAL FUNDS.

Mrs. Frake, Mr. Cameron, Mrs. Sherman, Mrs. Hull, Mr. Rogers.

DRAWING AND PENMANSHIP.

Messrs. Cameron, Gross, Harper, Mrs. Frake, Mr. Gallagher.

MUSIC.

Mr. Strong, Mrs. Frake, Mrs. Hull, Mr. Petibone, Mrs. Sherman.

GERMAN.

Mrs. Sherman, Messrs. Schneider, Adams, Strong, Mrs. Hull.

PHYSICAL CULTURE.

Messrs. Harris, Gross, Mark, Trude, Sherwood.

COMPULSORY EDUCATION.

Mrs. Hull, Messrs. Trude, Brenan, Mrs. Frake, Mr. Keating.

NORMAL SCHOOL.

Messrs. Pettibone, Harper, Mrs. Frake, Mr. Strong, Mrs. Sherman, Messrs. Harris, Sherwood.

REFORM AND RETRENCHMENT.

Messrs. Gresham, Schneider, Cameron, Rogers, Keating.

RULES.

Messrs. Harper, Brenan, Gross, Rogers, Gresham,

SUPERINTENDENTS, SUPERVISORS AND OFFICE EMPLOYES, 1897-98.

ALBERT G. LANE, - - - - - - - Superintendent of Schools
EDWARD C. DELANO, - - - - - Ass't Superintendent of Schools
ALBERT R. SABIN, - - - - . - Ass't Superintendent of Schools
ELLA F. YOUNG, - - - - - - Ass't Superintendent of Schools
LESLIE LEWIS, - - - - - - - Ass't Superintendent of Schools
JAMES HANNAN, - - - - - - Ass't Superintendent of Schools
A. F. NIGHTINGALE, - - - - - - Ass't Superintendent of Schools
ALFRED KIRK, - - - - - - Ass't Superintendent of Schools
WILLIAM W. SPEER, - - - - - Ass't Superintendent of Schools
GUSTAV A. ZIMMERMANN, - - - - - - - Modern Languages
HERMAN HANSTEIN, - - - - - - - (High School) Drawing
JOSEPHINE C. LOCKE, - - (Grammar and Primary Grades) Drawing
GABRIEL KATZENBERGER, - - - - (High School Grades) Singing
ORLANDO BLACKMAN, - - - - - - (Grammar Grades) Singing
AGNES COX, - - - - - - - - - (Primary Grades) Singing
HENRY SUDER, - - - - - - - - - - Physical Culture
THEODORE J. BLUTHARDT, - Cumpulsory Education and Sanitation
ELLEN C. ALEXANDER, - - - - - - - - - Kindergartens
R. F. BEARDSLEY, - - - - - - - - - - Manual Training
MARY MCCOWEN, - - - - - - - - - - Schools for Deaf
*DONALD L. MORRILL, - - - - - - - - - - Attorney
W. A. S. GRAHAM, - - - - - - - Clerk and School Agent
JOHN A. GUILFORD, - - - - - - - - - Business Manager
THOMAS J. WATERS, - - - - - - - - - Chief Engineer
GEORGE G. CUSTER, - - - - - - - - - - - - Auditor
JOHN W. FOSTER, - - - - - - - - Superintendent of Supplies
NORMAND S. PATTON, - - - - - - - - - - - Architect

*Resigned December 4, 1897, and was succeed by Daniel J. McMahon.

COMMITTEES ON SCHOOLS, 1897-8.

CHICAGO NORMAL SCHOOL.

MESSRS. P. F. PETTIBONE, WILLIAM R. HARPER, MRS. EVELYN A. FRAKE, MR. JOSEPH H. STRONG, MRS. CAROLINE K. SHERMAN, MESSRS. GRAHAM H. HARRIS AND JESSE SHERWOOD.

HIGH SCHOOLS.

MESSRS. ALFRED S. TRUDE, THOMAS BRENAN, JOSEPH H. STRONG, WILLIAM R. HARPER, P. F. PETTIBONE, THOMAS GALLAGHER AND OTTO GRESHAM.

ENGLISH HIGH AND MANUAL TRAINING SCHOOL.

MESSRS. THOMAS GALLAGHER, CLAYTON MARK, MRS. ELLA G. HULL, MESSRS. WILLIAM R. HARPER, JESSE SHERWOOD, GRAHAM H. HARRIS AND BERNARD F. ROGERS.

DISTRICT No. 1.

MESSRS. SCHNEIDER, ADAMS AND ROGERS.

Agassiz,
Alcott,
Arnold,
Audubon,
Aug. H. Burley,
Belle Plaine Avenue,
Blaine,
Bowmanville,
Franklin,
Geo. H. Thomas,
Geo. Schneider,
Hamilton,
Hawthorne,
Headley,
Horace Greeley,
Knickerbocker,
La Salle,
Lincoln,
Louis Nettelhorst,
Lyman Trumbull,
Manierre,
McPherson,
Morris,
Mulligan,
Newberry,
Ogden,
Prescott,
Ravenswood,
Rogers Park,
Rose Hill,
Sheldon,
Thos. Hoyne,
W. C. Goudy.

DISTRICT No. 2.

MR. HALLE, MRS. FRAKE, AND MR. HARPER.

Adams,
Andersen,
Avondale,
Bancroft,
Bernhard Moos,
Brentano,
Burr,
Chase,
Columbus,
Drummond,
Goethe,
Huron Street,
Irving Park,
Jefferson Park,
Kinzie,
Kosciusko,
La Fayette,
Langland,
Linne,
Logan,
Motley,
Norwood Park,
Oak Street,
Peabody,
Pulaski,
Schiller,
Talcott,
Von Humboldt,
Washington,
Wicker Park.

DISTRICT No. 3.

MR. CAMERON, MRS. SHERMAN AND MR. GALLAGHER.

Armour Street,
Bismarck,
Boulevard,
Brown,
Calhoun,
Carpenter,
Central Park,
Dore,
D. R. Cameron,
Ellen Mitchell,
Emerson,
Grant,
Hayes,
Henry H. Nash,
Irving,
John Ericsson,
John McLaren,
King,
Lowell,
Madison Street,
Marquette,
Marshall,
Montefiore,
Richard Yates,
Ryerson,
Scammon,
Skinner,
Sumner,
Tennyson,
Tilden,
Tilton,
Wells,
Wm. Penn Nixon.

DISTRICT No. 4.

MESSRS. CUSACK, PETTIBONE AND MARK.

Andrew Jackson,
Blue Island Avenue
Brainard,
Bryant,
Clarke,
Cooper,
David Swing,
Eighteenth Street,
Farragut,
Foster,
Froebel,
Garfield,

Geo. Howland,
Gladstone,
Goodrich,
Hammond,
Jefferson,
John Crerar,
John M. Smyth,
John Worthy,
Komensky,
Lawndale,
Longfellow,
Medill,
Pickard,
Polk Street,
Rogers,
Thos. J. Chalmers,
Throop,
Victor F. Lawson,
Walsh,
Washburne,
Whittier.

DISTRICT No. 5.

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Alice L. Barnard,
Beale,
Brighton,
Buckley,
Burroughs,
Charles W. Earle,
Chicago Lawn,
Colman,
D. S. Wentworth,
Everett,
Fulton,
Graham,
Hancock,
Hedges,
Hendricks,
Hermann Raster,
Hoerner,
Holden,
Holmes,
Kershaw,
McAllister,
Nathanael Greene,
O'Toole,
Parkman,
Perkins Bass,
Seward,
Sherman,
Shields,
Thomas Brenan.

DISTRICT No. 6.

MESSRS. HARPER, GROSS AND GRESHAM.

Auburn Park,
Brownell,
Burnside,
Carter,
Chas. Kozminski,
Cornell,
Ellis Avenue,
Fallon,
Fernwood,
Geo. W. Curtis,
Gresham,
Harrison,
Hartigan,
Harvard,
Healy,
Horace Mann,
Kenwood,
Lewis,
McClellan,
McCosh,
Mark Sheridan,
Normal Practice,
Park Manor,
Ray,
Scanlan,
Sherwood,
Van Vlissingen,
Ward,
West Pullman,
Woodlawn
Yale.

DISTRICT No. 7.

MESSRS. BRENAN, STRONG AND MRS. HULL.

Bowen,
Calumet Avenue,
Cummings,
Douglas,
Eighty-third Street,
Farren,
Forrestville,
Gallistel,
Greenwood Avenue,
Haven,
Henry Clay,
J. L. Marsh,
J. N. Thorp,
J. R. Doolittle, Jr.,
Jones,
Keith,
Madison Avenue,
M. W. Fuller,
Moseley,
Myra Bradwell,
Oakland,
Oak Ridge.
Parkside,
Phil. Sheridan,
Pullman,
Raymond,
Riverdale,
Springer,
Stony Island Avenue,
Taylor,
Walter Scott,
Webster,

REPORT OF THE PRESIDENT.

REPORT OF THE PRESIDENT.

To the Board of Education of the City of Chicago:

In severing my connection with the Board of Education, after eight years of service on the same—two of them as President—I desire again to express my grateful acknowledgments to my colleagues for the honors so graciously conferred upon me, for the patriotic support they have given me, and at the same time I offer to them the following figures, from which profitable deductions may be drawn:

	1896–97.	*1897–98.*
Salaries of superintendents and teachers	$4,044,643 97	$4,459,222 17
June pay roll	412,716 61	462,645 83
Children in rented buildings	10,669	13,015
Children in half-day sessions	12,475	17,233
Number of principals and teachers	4,914	5,268
Enrollment	225,718	236,239
Purchase of school sites	$ 51,190 00	$ 95,665 00
New buildings	1,003,973 13	471,252 32
Appropriations for 1897 and 1898	6,530,600 00	6,140,533 20

During the year we completed, altered and constructed additions to eighteen buildings, including the workshop. We now have in hand five new buildings, seven additions and the alteration of others, to say nothing of plans in preparation by the Architect, and I submit that our financial situation should receive the prompt and earnest consideration of all parties in interest. Recent increases in salaries make the outlook ex-

tremely doubtful, and while I have always been the friend of the grade teacher, I think there should be substantial retrenchment wherever possible. As Chairman of the Committee on Retrenchment and Reform, together with those associated with me at the time, I was unrelenting in my opposition to anything calculated to create unrest among the grade teachers; nevertheless I maintain that there should be unceasing vigilance to the end that a perfect school system may be conducted at the least possible cost. Already we are spending almost as much money for free schools in Chicago as some of the continental nations do for this purpose (Sweden and Norway spend $8,000,000, Belgium $9,000,000), and our needs are increasing. Our enrollment for the year 1897–98 was 10,521 more than for 1896–97, and yet the figures above quoted show that we have not made satisfactory progress in the matter of providing additional accommodations. If we have a substantial balance to the credit of the building fund, it is due to the failure of the City Council, which persists in its determination to retard the work of our construction department. In this connection I present the following, which gives the dates on which the Board of Education ordered the purchase of school sites, and the erection of school buildings, the dates on which they were submitted to the City Council for concurrence, and the dates on which the City Council acted:

Sites.

Motley School (adjoining lots), 24x100, price $3,000.
Recommended by Board Nov. 18, 1896.
Authorized by Council Dec. 13, 1897.

North Oakley avenue near Potomac avenue, 240x125.05, price $15,000.
Recommended by Board Feb. 24, 1897.
Authorized by Council Dec. 13, 1897.

Langland School (adjoining lots), 48x100, price $7,000.
Recommended by Board March 10, 1897.
Authorized by Council Nov. 15, 1897.

Froebel School (adjoining lots), price $10,250.
Recommended by Board March 24, 1897.
Placed on file by Council May 16, 1898.

O'Toole School (adjoining lots), 50x125, price $2,300.
Recommended by Board April 7, 1897.
Authorized by Council Dec. 13, 1897.

Myra Bradwell School (adjoining lots), 50x167, price $3,000.
Recommended by Board Oct. 6, 1897.
Authorized by Council Nov. 15, 1897.

Southeast corner Avenue N and 110th street, 250x125, price $4,500.
Recommended by Board Oct. 6, 1897.
Authorized by Council May 23, 1898.

Southeast corner 54th street and Union avenue, 201x132, price $13,500.
Recommended by Board Feb. 9, 1898.
Authorized by Council April 6, 1898.

Calumet avenue, between 41st and 42nd streets, 195x128, price $29,732.
Recommended by Board March 23, 1898.
Not authorized to date.

Northeast corner Mohawk and Menominee streets, 163x120, price $33,500.
Recommended by Board April 6, 1898.
Authorized by Council June 27, 1898.

Dore School (adjoining lots), 50x112, price $20,000.
Recommended by Board June 1, 1898.

West 17th street, near Loomis street, 192x124, price $34,640.
Recommended by Board Oct. 20, 1897.
Authorized by Council March 23, 1898.

Prairie and Forest avenues, near 38th street, 200x264, price $45,000.
Recommended by Board Nov. 3, 1897.
Not authorized to date.

Southwest boulevard and West 24th street, 229x219, price $10,975.
Recommended by Board Nov. 19, 1897.
Authorized by Council Jan. 24, 1898.

Southeast corner 101st street and Union avenue, 200x125.19, price $12 per foot.
Recommended by Board March 9, 1898.
Authorized by Council June 27, 1898.

Thomas Brenan School (adjoining lots), 25x109, price $1,200.
Recommended by Board Feb. 9, 1898.
Not authorized to date.

Buildings.

Edgewater (2-story brick), $5,000.
Recommended by Board Oct. 6, 1897.
Authorized by Council Nov. 15, 1897.

Englewood High (boiler house), $10,000.
Recommended by Board Maroh 23, 1898.
Authorized by Council May 23, 1898.

Frances E. Willard (22-room), $80,000.
Recommended by Board March 24, 1897,
Authorized by Council Oct. 18, 1897.

Mark Sheridan (9-room addition), $50,000.
Recommended by Board May 4, 1898.
Authorized by Council May 23, 1898.

Frank J. Jirka (22-room), $80,000.
Recommended by Board Nov. 3, 1897.
Authorized by Council April 18, 1898.

John Spry (24-room), $80,000.
Recommended by Board Nov. 17, 1897.
Authorized by Council Jan. 24, 1898.

McPherson (6-room addition), $25,000.
Recommended by Board Dec. 29, 1897.
Authorized by Council Jan. 24, 1898.

Elsdon (8-room building), $35,000.
Recommended by Board Jan. 12, 1898.
Authorized by Council May 23, 1898.

101st street and Union avenue (12-room), $45,000.
Recommended by Board May 18, 1898.
Authorized by Council June 27, 1898.
Prescott (12-room addition), $45,000.
Recommended by Board Feb. 9, 1898.
Authorized by Council May 23, 1898.
George Dewey (22-room), $80,000,
Recommended by Board Feb. 9, 1898.
Authorized by Council April 6, 1898.
Madison avenue (12-room addition), $50,000.
Recommended by Board March 9, 1898.
Authorized by Council May 23, 1898.
Charles W. Earle (12-room addition, $50,000).
Recommeded by Board March 9, 1898.
Authorized by Council May 23, 1898.
Northwest Division High (6-room), $15,000.
Recommended by Board March 23, 1898.
Authorized by Council May 23, 1898.
Calumet avenue, 41st and 42d streets (22-room), $80,000.
Recommended by Board March 23, 1898.
Not authorized to date.
Harvard (12-room addition), $50,000.
Recommended by Board March 23, 1898.
Authorized by Council May 23, 1898.
Normal (additional appropriation), $15,000.
Recommended by Board June 1, 1898.
Authorized by Council June 6, 1898.
Bryant (8-room addition), $40,000.
Recommended by Board Nov. 17, 1897.
Authorized by Council Dec. 13, 1897.
West Pullman (12-room addition). $50,000.
Recommended by Board April 20, 1898.
Authorized by Council May 23, 1898.
Darwin (22-room), $80,000,
Recommended by Board Feb. 9, 1898.
Authorized by Council March 7, 1898.

Morley 4-room addition, $40,000.
Recommended by Board July 14, 1897.
Authorized by Council Dec. 13, 1897.
North Ashley avenue near Potomac avenue 22-room, $75,000.
Recommended by Board Feb. 9, 1898.
Authorized by Council March 7, 1898.
Arbor 4-room addition, $25,000.
Recommended by Board March 24, 1897.
Authorized by Council Jan. 3, 1898.
La Fayette 12-room addition, $40,000.
Recommended by Board April 7, 1897.
Authorized by Council Nov. 15, 1897.
Wilson 12-room addition, $50,000.
Recommended by Board Nov. 17, 1897.
Authorized by Council Dec. 13, 1897.
Fayette 12-room addition, $60,000.
Recommended by Board April 21, 1897.
Authorized by Council $40,000 Nov. 1, 1897.
Authorized by Council $20,000 additional, May 23, 1898.
Edgewood brick building $5,000.
Recommended by Board Sept. 1, 1897.
Authorized by Council Nov. 15, 1897.
Alice L. Barnard 2-room addition, $5,000.
Recommended by Board June 2, 1897.
Authorized by Council Nov. 15, 1897.
Emerald Avenue 6-room addition, $25,000.
Recommended by Board March 23, 1898.
Authorized by Council May 23, 1898.
Auburn Park 6-room addition, $25,000.
Recommended by Board March 23, 1898.
Authorized by Council May 23, 1898.
Calumet Avenue school 22-room, $80,000.
Recommended by Board May 18, 1898.
Authorized by Council June 11, 1898.

NEED OF CONCENTRATED EFFORT.

If we have failed, therefore, to meet the demands of parents who have petitioned for and are entitled to school facilities for their children, the blame lies with others. Outside influence has made the administration of our respective trusts difficult, whereas the affairs of the Board of Education should receive the attention and support of the people at large and city officials in particular. Indiscriminate criticism will not better conditions. That we have a large corporation charged with the duty of expending millions is sufficient warrant for intelligent inquiry, but, despite efforts to place the members of the Board in a false light, no charge of dishonesty or criminal carelessness has ever been successfully launched against any of them. It is admitted, though, that in our efforts to place safeguards around our business transactions we have established a government by committee which must be modified materially. We have a series of committees disposing in many instances of petty details, which should be left to our competent employes. If we had three committees, one on School Management, one on Buildings and Grounds, and one on Finance, business would be transacted more expeditiously. Instead of awaiting committee meetings and compelling Board members to dispose of seemingly endless details, we should leave all this to a business manager. Our Auditor, with the Finance Committee, can then give needed scrutiny to important items as they arise.

So much has been said of our educational work that I find opportunity again to assert that our Superintendent and his

assistants have earned the esteem of those who have followed their efforts. If there is friction in the educational department, it arises from intermeddling. I do not believe there is a member of the Board who would not co-operate with any movement honestly designed to strengthen the administration of this department. To avoid frequently recurring contests which create discontent, I recommend unhesitatingly that the term of office of the Superintendent be made at least four years, and that a like policy be adopted in regard to the heads of departments. The Business Manager should have control of the details of his department, and this is even more true of the Superintendent. To have discipline we must have persons in authority whose decision shall be recognized and obeyed. Then, with three working committees, laxities cannot exist. We can buy school sites at market values without subjecting Board members and employes, to say nothing of property owners, to irksome delays. The wonder is that our employes have been successful in managing the matters brought before them so as to preclude criticism, and right here I wish to say that the taxpayers have reason to be proud of these employes, since they have been consistent in the faithful discharge of the trusts assigned them.

GROWTH OF THE YEAR AND REFORMS CONTEMPLATED.

Our enrollment for the year maintained the same ratio of increase virtually as the year previous, and it remains for the Board to provide suitable accommodations for the children in half day divisions and in rented quarters. It has been sug-

gested at intervals that bonds be issued, but I have doubts whether the people would sanction this expedient. Of course Greater New York has found a bond issue imperative. We, however, are far in advance of all other cities in the number and character of our buildings, and our people have been unsparing in providing funds.

I am a believer in larger and fire proof buildings. As to the latter we have already taken precautionary measures. The John Spry building is to be of fire proof construction throughout, and pursuant to this action a special committee has been delegated to visit eastern cities. With fire proof buildings there will doubtless be less repair work, and there will certainly be greater permanency. The best is always the cheapest, and this city will have and ought to have, nothing else. It is the sacred duty of the Board of Education to house our children so as to co-operate with the parents in making the lives of the little ones "beautiful and happy."

I hope the educational authorities will continue to adjust the work to the needs of the masses. Handicapped as we are with 2,346 more children in rented buildings than a year ago, and 5,758 more children than there were a year ago receiving only half day instruction, it devolves upon the Board of Education to proceed with all possible dispatch to meet emergencies. Closer attention should also be given to the work in English and Mathematics if the mission of our public schools is to be fulfilled. It is a lamentable fact that in these two studies we have been weak, although other cities have

been no more successful, if that can be considered a consolation. Special work in this direction is being done in many schools, but there should be an advance all along the line. We can better afford to minimize some of the special studies. This is also true of the high schools, which have no superiors, where the enrollment was 777 more than the year previous. It is to be regretted that the number of girls far exceeds that of the boys in the high schools. It may be that the commercial spirit of the age entices the boys early to engage in business pursuits. This ought not to be, however; yet it is singular that about sixty per cent of our 1,175 high school graduates this year sought admission to the Normal School, desiring to become teachers. The inquiry naturally arises, therefore, as to what we should do to induce boys to remain in the high schools, and I think our object can be obtained by extending the manual training work, broadening it, and establishing commercial high schools and additional manual training shops. As it is, the work of the manual training department has been extended so that over eight thousand boys have had the benefit of instruction in the use of tools. This has been accomplished by the opening, during the year of six new shops, making a total of twenty-three shops which serve as centers for the accommodation of 123 grammar schools. Eleven new centers have been ordered by the Board of Education, which will enable 168 schools to send pupils next year, thereby accommodating over 15,000 pupils.

The training thus far given has consisted of systematic

instruction in the use of woodworking tools and the making of certain objects either useful or beautiful.

CORRELATING MANUAL TRAINING WORK.

As in all courses of manual training used in this and other countries, the acquisition of skill has been the dominant feature, and although the work has proven most valuable in strengthening the child morally and mentally, the feeling is very general among educators that still better results would be obtained by a course of work in which greater freedom in self-expression would be given, even at a sacrifice of much training for skill alone. To this end the manual training department is making every effort to bring its work into closer relation with that of the grade teachers, so that each lesson in the shop will be an expression in concrete form of the child's class-room work. In other words we desire to make the manual training shop a school laboratory where the theoretical work from books will be developed, and where contact with the realities will clinch that knowledge and make it practicable.

There is urgent need for the introduction of constructive work in the lower grades. This is felt by the teachers themselves, and much work of this character has been and is being done with such apparatus as the teachers are generous enough to purchase.

Primary manual training, following closely the lines of co-ordination mentioned above, could be introduced at a cost of from $100 to $150 per school, for apparatus. The instruc-

tion can be given by the grade teacher The cost for material would be about ten cents per pupil per year.

COMMERCIAL TRAINING A NECESSITY.

I have spoken of the predominance of girls in our high schools, and the failure of parents to induce boys to remain there. It is claimed that there are larger opportunities for boys in business life in Chicago than in the older cities, and that this leads many of them to forsake the schools at the end of the eighth and even the seventh grade. This tendency is for many reasons to be deplored, and the situation is one which must be met frankly. Few will claim that the education given in the elementary schools is all that a boy can profitably use in business life. If he has no desire to go further, the explanation must be that at present opportunities are not offered him along the lines of his specific interests. This is true in Chicago, as in all other large cities of the country; a fact which can be easily seen in the wide spread agitation for commercial high schools and the steps that have been already taken in this direction in New York, Philadelphia, Pittsburg, San Francisco and other cities.

Pursuant to my recommendations of a year ago, one step has been already taken in the appointment by the Board of Education of a special committee to consider the introduction of a commercial course in the high schools. This indication of a careful consideration of the question is extremely gratifying, and it is earnestly to be hoped that the committee in continuing

its consideration will be led to favor not merely special courses in the various high schools, but a plan which will be at least as economical and certainly far more effective, viz: the establishment of a fully equipped commercial high school for a four years' course.

The present industrial and political situation in the United States emphasizes anew the importance of more thorough provision for a sound commercial education for the masses of the people. Whatever may be the outcome of the present military struggle with Spain, whether the United States shall take and hold Cuba, Puerto Rico and the Phillipines, or whether at the conclusion of peace it shall make these islands independent, one thing is certain — the present conflict, as nothing else in the life of the nation, has turned the attention of the people of the United States to the opportunities and advantages of a development of our foreign commerce. The growth of our agricultural and manufacturing industry has been so remakable within the past few years that not only have we reached a point at which we can supply the wants and needs of our own population along many lines of manufactured commodities, but we are in a position to manufacture large surplus quantities for export to other nations. Indeed it is perhaps an open question whether our industries can continue to advance and develop at the present rapid rate unless in some way we can open up the foreign markets for at least the surplus of our production.

From this point of view, the necessity of a more thorough

and a more extensive commercial training becomes evident. In going into foreign countries we must compete with other nations which have the advantage of cheaper capital and cheaper labor. It is evident to all these competing nations that a great advantage will belong to that one, other things being equal, which gives the most careful and patient attention to the development and training of the commercial abilities of its youth. Germany has advanced from a comparatively unimportant place to one of the leading positions in this race for world commerce, and it has done so largely because of the attention which as a nation it has given to the education of its industrial and commercial leaders.

What is true of the nation as a whole is especially true of the City of Chicago to-day. It is plain that commercial supremacy will, other things being equal, go to that city and that community of the United States which develops the most far seeing commercial leadership. The building of the Nicaragua Canal, the development of trade with South American peoples, will offer an opportunity to Chicago which it will certainly be to its interest to seize and utilize. It is one of the standing complaints of our large business houses that they find difficulty in filling their most important positions with men who, to a natural ability for trade and commerce, join that special facility which comes from special and careful preparation for the duties and privileges of such a career. Here in Chicago we need to provide the facilities for such education as liberally and fully as we have provided facilities for other

branches of secondary training. In the magnificent system of high schools which this city has established and supports, the envy of her sister communities, we have provided good facilities for those young men and women who desire to secure a general liberal education such as all educated men and women in our society should possess. We offer special facilities for those who wish to secure that general liberal training necessary for admission to the college and university and to the professional schools. We offer in one or two of the schools at least partial facilities for those youths who desire a more practical training in preparation for the mechanical trades, or technical professions. All this is proper, and in no respect have we as yet done our full duty even by those classes who desire this sort of education. But for that other great class of young men and women who are looking forward to occupation in commercial and mercantile pursuits, we make no provision whatever, and to that extent we are discriminating against them in the race of life. The future lawyer, physician, clergyman, teacher and engineer find in our system of secondary schools an opportunity to secure a valuable preliminary training before undertaking the study of their special professions. The future business man whether entering upon lines of commerce, insurance, banking or other sides of business life, finds no such assistance in our system of secondary education. While not neglecting the former, we certainly have a duty toward the latter which can only be performed by organizing a system of secondary commercial education as full and complete and satis-

factory, considering its purposes, as we have already organized in other lines.

It is hardly necessary to say that we are not pleading here for the introduction of mere courses in bookkeeping, stenography and typewriting, but for that comprehensive and detailed study of the field of commerce and business which is given in other courses in our high schools to literature, science and technology.

I believe that at least one commercial high school, properly equipped and organized for furnishing this sort of instruction, ought to be established by the City of Chicago in the immediate future. Possibly courses in commercial subjects parallel to the courses in the classics and science ought to be established in two or more of the existing high schools. These are rather matters of detail, but the necessity of providing facilities for this sort of instruction is plain, and Chicago has here an opportunity to lead the way in a much needed extension and improvement of our system of secondary education. The subject has been widely discussed and debated in other cities, and there is little doubt that within the near future the other large cities of the country will take up this subject in earnest. Cannot Chicago point the way in this field of commercial instruction, as it has pointed the way already in so many departments of commercial and industrial life?

SCHOOL FUND PROPERTY.

During the past year, several matters of interest, relating

to the management of the school fund property under the charge of the Board of Education, have occurred, which will be touched upon briefly in this report, in order that they may be kept before the attention of succeeding members of the Board, as well as the general public.

The records of the Board show that in several cases negotiations have been had with tenants, with a view to such modifications of their respective leases as will render unnecessary future revaluations of the property in question. In all these cases, it has been recognized by the Board that any equitable arrangement which will accomplish this result is for the best interests of the school fund, in order that proper improvements may be placed upon the land, and the Board may escape the expense and annoyance of the litigation which invariably results from a revaluation of school fund property.

Accordingly, in several cases the lessees have agreed to a substantial increase in the rental for the balance of their respective terms, and have also agreed to erect upon the leased land first class modern improvements, and in view of these agreements on behalf of the lessees, the Board has consented to waive the revaluation clause contained in the leases, and allow the tenants to hold their land at a fixed rental for the balance of the term. I heartily concur in this policy, and trust that in the future arrangements may be made which will insure adequate improvements upon the land belonging to the school fund, and at the same time a fair and adequate rental be reserved to the Board.

Under the lease from the Board of Education to the National Safe Deposit Company of the property located at the northwest corner of Dearborn and Monroe streets, and occupied by the First National Bank building, it became necessary, during the present year, to cause an appraisement of this land to be made, for the purpose of determining the rental to be paid by the lessee during the next ten years. The terms of the original lease from the Board to the National Safe Deposit Company, which was made in 1881, were substantially the same as those contained in the other leases of school fund property. After the appraisement made ten years ago, a supplemental agreement was entered into with the National Safe Deposit Company, whereby the terms of the original lease were modified in some particulars, the most important of which modifications were sundry provisions, whereby the lessee was given an opportunity thoroughly to present his case to the appraisers.

The rent secured by this lease and supplemental lease is an amount equal to 6 per cent of the appraised value of the land, payable annually, to which is added the sum of $900.00, being 6 per cent of the appraised value of the buildings which were erected on the land at the time the lease was made. Under the appraisement of 1888, the value of the land was fixed at the sum of $480,000, making the annual rental, including the $900 above mentioned, $29,700, which amount has been paid by the National Safe Deposit Company for the last ten years.

The appraisers appointed by the Board of Education for the purpose of making a valuation of the land, in order to

determine the rental for the next ten years, were Messrs. George B. Swift, Fred M. Blount and Owen F. Aldis. These gentlemen, after giving careful attention to the arguments presented on behalf of the lessor and lessee, reported that the fair cash value of the land in question, irrespective of the improvements on the same, is the sum of $1,000,000.00. This report was signed by Messrs. Blount and Swift on behalf of the Board of Appraisers, Mr. Aldis being absent from the city. Under the terms of this valuation, the Board will be entitled to receive annually, for the next ten years, as rent for these premises, the sum of $60,900.00.

The National Safe Deposit Company has not yet accepted the results of the appraisement, and I am unable to report whether or not the new rental will be paid without litigation, but it is my earnest desire that amicable relations be preserved with all the lessees, so far as possible, and, therefore, trust that whatever negotiations may be had concerning this matter will be conducted on behalf of the Board in such manner as to secure a permanent settlement of all disputed questions.

In conclusion, I again desire to acknowledge the courtesy shown me by members of the Board, heads of departments, and the employes generally. We have labored conscientiously in a common cause, and the severance of such relationships, made imperative by my business interests, is a matter of regret.

E. G. HALLE,

President.

REPORT OF THE SUPERINTENDENT.

REPORT OF SUPERINTENDENT OF SCHOOLS.

To the Board of Education of the City of Chicago:

As required by your rules, I submit this Forty-fourth Annual Report of the Schools for the year ending June 30, 1898.

The trust committed to the Board of Education has involved the instruction of 236,239 different children and the expenditure of $6,785,501.00 during the year, the detailed statement of which can be found in the report of the Finance Committee. The expenditures in the other departments of the city government, as shown in the City Comptroller's report for the year 1897, page 21, were:

Police	$ 3,356,910 00
Fire	1,562,520 50
Health	171,220 00
Streets, etc	970,445 00
Lighting	600,000 00
Miscellaneons expenditures	1,954,042 40
Water Department	3,317,677 71
Total	$ 11,932,815 61

This total does not include special assessments.

Early in the year public attention was called to the Board's management of the schools by a resolution of the Common Council, providing for the appointment by the Mayor of a

Special Committee of Aldermen to investigate the school management and the administration of its business affairs. The Special Committee invited the public to submit complaints, and several sessions were held to investigate them. Careful inquiry was made as to the methods of purchasing school sites, awarding contracts for buildings, the purchase of supplies, the payment of teachers and the system of keeping records and accounts. This Committee reported to the Common Council on October 18, 1897, recommending:

(a) That the laws be so amended that the Mayor, with the concurrence of the Common Council, shall have the appointment of the Business Manager, Auditor, Secretary and School Agent.

(b) That in the future the members of the Board of Education be selected, as far as possible, three from each of the seven school districts of the city, because in the past, from six to ten members have often been residents of one school district.

(c) That an amendment to the present school law should be obtained, allowing the Board to condemn property for school purposes.

(d) The Committee suggested that the Board secure a permanent site and erect a suitable building for its offices.

It is exceedingly gratifying to record the fact that not a single instance of fraud, mismanagement or misappropriation of funds was reported, although strong insinuations of corrupt practices had been published in some of the daily papers.

In December, 1897, Mayor Harrison appointed an Educa-

tional Commission, composed of prominent, educated citizens, to investigate the educational system of Chicago, and the systems of other great cities, to submit a report and make recommendations.

Dr. Wm. R. Harper, President of the University of Chicago, and a member of the Board of Education, was appointed Chairman of the Commission.

Many conferences with members of the Board, superintendents, principals, teachers, citizens and distinguished educators throughout the country, have been held. A preliminary report suggesting certain changes in the school law, in the course of study, in school administration, has been submitted for public consideration and discussion. A final report from the Educational Commission will not be made until later in the year.

Some of the questions submitted are vital to the educational management of the schools, and were considered by the Board in 1895-6. A few changes were made in the rules at that time, whereby the direction of the purely educational work, the examination, selection, assignment and transfer of teachers, the arrangement of the course of study, were given to the Superintendent and his assistants, subject to the approval of the Board.

There has been a divided sentiment in regard to the powers and duties which should be exercised by a Superintendent and his assistants, not only in Chicago, but in New York, Boston, Cleveland and other large cities.

The final report of the Educational Commission will undoubtedly make valuable recommendations, which, if adopted by the Board, or secured by legislation, will result in a more efficient and successful administration of the school work.

The following statistics are prepared yearly for purposes of comparison and for public information:

SUMMARY OF STATISTICS.

SCHOOL BUILDINGS.

Number of Buildings -	1892-3.	1893-4.	1894-5.	1895-6.	1896-7.	1897-8.
Owned by the city	251	269	281	295	3.6	318
Rooms rented		236	271	296	282	332

TEACHERS.

	1895-6		1896-7		1897-8	
Number of Principals—	Male.	Female.	Male.	Female.	Male.	Female.
In High Schools	14	0	14	0	14	0
In Grammar and Primary Schools	101	105	108	109	106	111
Total number Principals.	115	105	122	109	120	111
Number of Assistants—						
In High Schools	114	130	128	134	130	146
In Grammar and Primary Schools	79	3,958	81	4,135	98	4,429
Manual Training in Grammar Schools	13	1	17	1	21	1
Schools for the Deaf	2	8	2	11	2	14
Kindergarten	...	72		108		128
Chicago Normal	8	15	9	11	9	12
Special Teachers	25	23	25	21	25	22
Total number Assistants.	241	4,207	262	4,421	285	4,752
Total number Principals and Assistants	356	4,312	384	4,530	405	4,863
Total number Teachers	4,668		4,914		5,268	

SCHOOL CENSUS.

	1890.	1892.	1894.	1896.	1898.
Total population of the city	1,208,669	1,438,010	1,567,727	1,619,226	1,851,588
Under 21 years of age..	473,234	542,163	658,646	694,912	846,622
Between the ages of 6 and 21 years.....	289,433	329,796	403,066	448,597	571,375
Between the ages of 4 and 6 years		68,280	94 143	90,945	122,964
Between the ages of 6 and 14 years.....	165,621	191,180	228,254	247,706	344,246
Under 6 years of age...	183,801	212,367	255,580	243,315	275,247

PUPILS.

The following statement exhibits, in tabulated form, the items of enrollment, membership, attendance and promotions for each of the departments of our public school system for the school year:

	Total Enrollment.	Average Daily Membership.	Average Daily Attendance.	Pr. Ct. of Attendance.	No. of Promotions.
Normal.....	440	389.7	374.1	96.0	345
In Primary Department.....	160,535	130,607.0	121,700.3	93.2	103,607
In Grammar Department....	65,525	60,192.1	56,907.9	94.5	47,968
In High School Department.	9,615	8,432.2	8,052.0	95.5	6,589
In Schools for the Deaf	124				
Total for the City.....	236,239	199,621.0	187,034.3	93.7	158,509

WHOLE NUMBER ENROLLED—	1893-4.	1894-5.	1895-6.	1896-7.	1897-8.
Total for the year.....	185,358	201,380	213,825	225,718	236,239
Increase over previous year	18,463	16,022	12,445	11,893	10.521
AVERAGE DAILY MEMBERSHIP—					
Total for the year.....	149,667	165,318	177,710	190,471	199,621
Increase over previous year	15,589	15,651	12,392	12,761	9,150

AVERAGE DAILY ATTENDANCE—1893-4.	1894-5.	1895-6.	1896-7.	1897-8.
Total for the year.....139.332	154,216	165,569	178,192	187,034
Increase over previous year 15,238	14,884	11,353	12,623	8,842
PER CENT. OF PUNCTUAL ATTENDANCE—				
93.1	93.3	93.2	93.6	93.7
SUSPENSIONS—				
For absence..... ...4,164	3,289	3,539	3,017	2,993
For misconduct 158	184	197	229	230

AVERAGE DAILY MEMBERSHIP BY GRADES— 1893-4.	1894-5.	1895-6.	1896-7.	1897-8.
First Grade. 33,538.2	36,734.0	37,032.0	38,943.4	41,950.3
Second Grade..... 26,985.1	29,197.8	32,364.7	32,948.0	32,776.4
Third Grade..... 24,087.8	25,504.5	27,284.6	29,623.2	30,110.0
Fourth Grade..... 20,293.5	21,460.6	22,860.7	24,655.6	25,767.3
Total Prim'y Dept. 104,904.6	112,896.9	119,542.0	126,170.2	130,607.0
Fifth Grade..... 15,727.0	18,855.4	20,410.0	22,120.6	23,424.1
Sixth Grade..... 11,235.3	12,484.9	13,879.9	15,605.9	16,796.1
Seventh Grade..... 7,213.4	8,340.0	9,573.3	10,846.3	11,691.7
Eighth Grade..... 5,204.9	5,938.6	6,785.6	7,421.7	8,280.2
Total Gram. Dept. 39,380.6	45,790.9	50,649.5	55,994.5	60,192.1
Ninth Grade..... 2,279.9	3,062.5	3,279.4	3,265.8	3,535.2
Tenth Grade..... 1,487.5	1,690.7	2,121.2	2,141.3	2,233.2
Eleventh Grade..... 942.4	1,095.2	1,190.2	1,453.0	1,494.3
Twelfth Grade..... 672.0	826.7	929.0	987.0	1,169.5
Total High School Department..... 5,381.8	6,631.0	7,519.8	7,847.1	8,432.2
Chicago Normal.....			459.7	389.7
Total in all Depts..149,667.0	165,318.8	177,711.3	190,471.5	199,621.0

PERCENTAGE OF PUPILS IN EACH DEPARTMENT— 1893-4.	1894-5.	1895-6.	1896-7.	1897-8.
Per cent in Primary Grades... 70.09	68.29	67.27	66.24	65.43
Per cent in Grammar Grades.. 26.31	27.70	28.50	29.40	30.16
Per cent in High Schools..... 3.60	4.01	4.23	4.12	4.22
Per cent in Normal School.....			.24	.19

AVERAGE NUMBER OF PUPILS TO EACH TEACHER, NOT INCLUDING PRINCIPALS AND SPECIAL TEACHERS —	1893-4.	1894-5.	1895-6.	1896-7.	1897-8.
In High Schools	37	40	39	41.5	39.4
In Gram. and Prim. Schools	45	44	45	45	44

NUMBER OF PUPILS PROMOTED—	1893-4.	1894-5.	1895-6.	1896-7.	1897-8.
First to Second Grade	26,550	30,084	29,042	29,020	29,686
Second to Third Grade	24,052	25,568	27,306	27,857	26,704
Third to Fourth Grade	21,500	23,070	23,354	25,495	24,950
Fourth to Fifth Grade	18,273	19,354	20,121	21,601	22,267
Total in Primary Grades	90,375	98,076	99,823	103,973	103,607
Fifth to Sixth Grade	13,715	14,443	15,669	17,335	18,374
Sixth to Seventh Grade	9,376	10,604	11,043	12,663	13,138
Seventh to Eighth Grade	6,493	6,958	7,656	8,735	9,179
Eighth to Ninth Grade	4,928	5,453	5,584	6,707	7,277
Total in Grammar Grades	34,512	37,448	39,952	45,440	47,968
Total number promotions in Prim. and Gram. Grades	124,887	135,524	139,775	149,413	151,575

PER CENT OF PROMOTIONS BASED UPON AVERAGE DAILY MEMBERSHIP—	1893-4.	1894-5.	1895-6.	1896-7.	1897-8.
Primary Department	86.1	86.9	83.5	82.4	79.3
Grammar Department	87.6	82.9	78.9	81.2	79.7
Both Departments	86.6	85.5	82.1	82	79.4

AGES OF PUPILS.

The following statement exhibits the ages of pupils at the date of their first enrollment during the year for the last five years:

	1893-4.	1894-5.	1895-6.	1896-7.	1897-8.
Under 7 years of age	29,633	34,085	35,909	37,766	39,942
Between 7 and 8 years	24,996	25,748	27,842	28,598	29,070
Between 8 and 9 years	22,629	23,793	24,957	26,490	27,207
Between 9 and 10 years	21,841	22,263	23,629	24,486	25,565
Between 10 and 11 years	20,363	21,840	22,549	23,817	24,544
Between 11 and 12 years	17,567	19,581	20,874	21,311	22,512

	1893-4.	1894-5.	1895-6.	1896-7.	1897-8.
Between 12 and 13 years	16,261	17,963	19,691	21,211	22,208
Between 13 and 14 years	13,226	14,408	15,548	17,247	18,636
Between 14 and 15 years	8,628	9,789	10,185	11,161	12,583
Between 15 and 16 years	5,009	5,809	5,948	6,232	6,673
Between 16 and 17 years	2,661	3,081	3,454	3,413	3,480
Over 17 years	2,544	3,020	3,239	3,986	3,819
Total	185,358	201,380	213,825	225,718	236,239

The following statement exhibits the number in every one hundred pupils, under the ages given, for the past five years:

	1893-4.	1894-5.	1895-6.	1896-7	1897-8.
Under 7 years	15.9	16.9	16.8	16.7	16.9
Under 8 years	29.5	29.7	26.9	29.4	29.2
Under 9 years	41.7	41.5	41.5	41.1	40.7
Under 10 years	53.5	52.6	52.5	51.9	51.6
Under 11 years	64.4	63.4	63.1	62.5	61.9
Under 12 years	73.9	73.2	72.9	72.0	71.0
Under 13 years	82.7	82.1	82.1	81.4	80.9
Under 14 years	89.8	89.2	89.3	89.0	88.7
Under 15 years	94.5	94.1	94.1	93.9	94.1
Under 16 years	97.2	97.0	96.8	96.7	96.9
Under 17 years	98.6	98.5	98.5	98.2	98.4
Over 17 years	1.4	1.5	1.5	1.3	1.6

COST PER PUPIL.

For Tuition Alone—	1893-4.	1894-5.	1895-6.	1896-7.	1897-8.
Upon number enrolled	$16.37	$17.34	$17.81	$17.56	$18.44
Upon average daily membership	20.27	21.09	21.63	21.23	22.34
Upon average daily attendance	21.77	22.64	23.21	22.69	23.84

For Incidentals—	1893-4.	1894-5.	1895-6.	1896-7.	1897-8.
Upon number enrolled.....	2.89	2.88	2.87	2.91	2.84
Upon average daily membership.....	3.58	3.52	3.49	3.52	3.44
Upon average daily attendance	3.83	3.76	3.74	3.76	3.67

For All Current Expenses, Not Including Repairs, Permanent Improvements, Etc.—

	1893-4.	1894-5.	1895-6.	1896-7.	1897-8.
Upon number enrolled.....	$19.26	$20.22	$20.68	$20.47	$21.28
Upon average daily membership.....	23.85	24.61	25.12	24.75	25.78
Upon average daily attendance	25.60	26.40	26.95	26.45	27.51

SCHOOL MEMBERSHIP AND ATTENDANCE.

The statistics required by the State law do not include children between four and six years of age, hence the following totals do not embrace the summaries for the kindergartens.

The total enrollment of pupils during the year was 236,239, an increase of 10,521 or 4.7 per cent over that of the preceding year. The average daily membership was 199,621, an increase of 9,150 or 4.8 per cent over that of the preceding year. The average daily attendance was 187,034, an increase of 8,842 or 5 per cent over that of the preceding year.

The average daily attendance for the year 1897–8 was 79.2 per cent of the total enrollment, and the average daily membership was 84.5 per cent of the enrollment. The average daily attendance for the year 1887–8, prior to annexation of surrounding towns, was 74.6 per cent of the total enrollment; and the average daily membership was 79.9 per cent of the total enrollment.

This indicates very clearly that the regularity of membership and attendance is approximating a very high standard. Sixty-five and forty-three hundredths per cent of the average daily membership for the year was in the primary grades; thirty and fifteen hundredths per cent in the grammar grades, and four and forty-two hundredths per cent in the high and normal school grades.

The following statistics indicate longer and continuous attendance at school, systematic promotion to higher grades, and a marked increase in the percentage of the whole number of pupils who advance to the grammar and high school grades.

	1882-3.	1887-8.	1892-3.	1897-8.
Per cent in primary grades, I to IV.....	77.07	74.85	70.57	65.43
Per cent in grammar grades, V to VIII....	20.73	22.23	25.64	30.15
Per cent in high and normal schools.....	2.25	2.82	3.79	4.42

The following statements and table of statistics are reproduced to show what percentage of pupils, that enter our schools in the first grade, continue from year to year, and advance through the various grades to the high schools. This table approximates the truth.

There were 25,787 in the first grade in 1889–90. If all were promoted annually and no changes were made by increase or decrease in enrollment except those who annually entered the first grade, then the 23,179 in the second grade in 1890–91, which was 89.9 per cent of the number enrolled in the first grade the preceding year, the 20,706 in the third grade in

1891–92, which was 80.3 per cent of the number that first entered in 1889–90, the 16,938 in the fourth grade in 1892–93, which was 65.7 per cent of the first enrollment, the 15,727 in the fifth grade in 1893–94, or 61 per cent, the 12,484 in the sixth grade in 1894–95, or 48.4 per cent, the 9,573 in the seventh grade in 1895–96, or 37.1 per cent, the 7,422 in the eighth grade in 1896–97, or 28.8 per cent, and the 3,852 in the ninth or first year high school grade in 1897–98, or 15 per cent, would represent the numbers and the per cent of the first enrollment in 1889–90 which remained in school each year for nine years.

Examine the table again. There were 26,669 pupils in the first grade in 1890–91. If all were promoted annually and no changes were made by increase or decrease in enrollment, then the 24,606 in 1891–92 in the second grade, the 22,769 in 1892–93 in the third grade, the 20,294 in 1893–94 in the fourth grade, the 18,855 in 1894–95 in the fifth grade, the 13,880 in 1895–96 in the sixth grade, the 10,846 in 1896–97 in the seventh grade, and the 8,280 in 1897–98 in the eighth grade, would represent the numbers which remained in school each year for eight years. Then 70.7 per cent of those who entered in 1890–91 became members of the fifth grade in 1895; 52 per cent of them were in the sixth grade in 1896; 40.7 per cent finished the seventh grade in 1897, and 31 per cent finished the eighth grade in 1898.

The following table shows the average daily membership

and the number and per cent of those who belonged through successive years and grades:

GRADE.	1889-90	1890-91	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98
First	25,767	26,669	26,684	29,480	33,583	36,734	37,032	38,943	41,950
Second		23,179 89.9%	24,606 92.3%	25,442 88.7%	26,985 91.5%	29,198 87.1%	32,365 88.1%	32,948 89%	32,776 84.2%
Third			20,706 80.3%	22,769 85.4%	24,088 84%	25,504 86.5%	27,285 81.4%	29,623 80.6%	30,113 81.3%
Fourth				16,938 65.7%	20,294 76.9%	24,460 74.5%	23,861 77.5%	24,656 78.5%	25,768 70.2%
Fifth					15,727 61%	18,835 70.7%	20,411 71.2%	22,121 75%	23,424 70%
Sixth						12,484 48.4%	13,880 52%	15,606 54.4%	16,796 57%
Seventh						8,340	9,573 37.1%	10,846 40.7%	11,692 43.8%
Eighth						5,989	6,786	7,422 28.8%	8,280 31%
Ninth—High School									3,852 15%

NEW SCHOOL ACCOMMODATIONS.

Additions to four school buildings have been completed and occupied during the year.

Medill addition, West Fourteenth place, between Throop and Loomis streets, opened November, 1898, 12 rooms, whole number of seats, 1,445, increase, 498.

Calhoun addition, Jackson boulevard and Francisco street, opened in January, 1897, 9 rooms and assembly hall, whole number of seats, 1,290, increase, 480.

Ward addition, Shields avenue and Twenty-seventh street, opened February, 1898, 9 rooms, whole number of seats, 1,011, ncrease, 330.

Beale addition, Sangamon and Sixty-first streets, opened May, 1898, 12 rooms and assembly hall, whole number of seats, 1,624, increase, 622.

Reference to the President's report will show that many sites have been purchased and that many buildings are in process of construction.

The delay in beginning the construction of new buildings, which were authorized at the commencement of the school year, made it necessary to require nearly five thousand more children to attend school in half-day sessions.

There were 10,669 children attending school in rented rooms at the close of 1897, and there were 13,015 at the close of 1898, an increase of 2,346. There were 12,475 children in half-day sessions at the close of 1897, and 17,235 at the close of 1898, an increase of 4,760. The following statement suggests the urgent demand for increased school accommodations:

	Seats in buildings owned by City.	Increase over preceding year in buildings owned by City.	Seats in Rented Rooms.	Pupils in Half-day Sessions at close of year.
1889			1,949	12,494
1890	113,592	Annexation	5,476	*.....
1891	121,159	7,567	7,628	15,773
1892	132,465	11,306	8,773	18,069
1893	141,968	9,503	10,862	14,375
1894	162,127	20,159	10,867	14,086
1895	174,205	12,078	12,643	17,545
1896	188,724	14,519	13,507	15,036
1897	202,194	13,470	12,368	12,475
1898	204,124	1,930	14,807	17,235

TEACHERS.

The whole number of principals and teachers employed was 5,268, an increase of 354 for the year. There were 133 resignations recorded, and leave of absence for varying periods of time was granted to 105.

The total number of new assignments for the year was 531, of which 339 were graduates of the City Normal School who had served as cadets, 146 were experienced teachers, 28 were kindergartners and 18 were teachers of German.

EXAMINATIONS.

Examinations for various positions were held with the following results:

	Number Examined.	Number Successful.
Sept. 11, 1897—Teachers of Mechanical Drawing	7	4
Oct. 26, 1897—Normal School Teachers	2	2
Oct. 30, 1897—Admission to Normal School	1	1
Nov. 8, 1897—Student Teachers in High Schools	23	16
Dec. 29, 1897—		
Special Teachers of Drawing	9	5
Assistants in High Schools	64	27
June 14, 1898—Kindergarten Teachers	158	99
June 16, 1898—Admission to Normal School	699	223
June 28, 1898—		
Teachers of the Deaf	8	8
Teachers of Drawing in High Schools	34	6
Teachers of Manual Training	30	18
Principals of Elementary Schools	59	9
Assistants in Elementary Schools	447	129
Assistants in High Schools	261	72
Totals	1,802	619

OUR SCHOOL SYSTEM.

The requirements of the school laws of Illinois, that provision shall be made for the education of all children between the ages of six and twenty-one, have been unchanged for nearly fifty years.

A law was enacted, and has been in force since July 1, 1896, providing for the training of children between four and six years of age, in kindergartens, provided it is authorized by a vote of a majority of the people in any school district.

The State has undertaken the work of educating its youth for citizenship. It is possible for some children to enter school (kindergarten) at four years of age, and all children may enter at six, and pass through our schools to the completion of the course in the State University at the expense of the State.

The Board of Education of Chicago is a part of the State organization for school purposes, and provides educational facilities up to the University. The State has provided a university at Champaign, Illinois, where free instruction is given to all who have finished a high school course of study, where any pupil may continue his preparation for the higher and more intricate duties of life, in the professions, in the realm of literature, art, agriculture and science.

In the reports of the United States Commissioner of Education and in reports of other countries, primary and grammar schools are classed as Elementary Schools, and high schools as Secondary Schools.

During the year, the Board of Education adopted the term

"Elementary Schools" as applied to the primary and grammar schools of Chicago.

The course of study in the elementary schools is arranged for eight years' work, that of the secondary schools for four years, making in all twelve years' work for the children of Chicago who may choose to use the means of education offered under the law. Children are admitted to the schools at the age of six, and can complete the work arranged at eighteen years of age. Some take more time, and a few take less.

The course of study has been arranged with special reference to the needs of chilren, in order to give them a harmonious and systematic development in mind, body and morals. It is intended to give to each child just the training that he most needs each year while he is in school. Any system of education that does not unfold all a child's powers, so as to make him master of himself and of the materials and forces about him, is narrow and unworthy a free school system and a free people.

All children under fourteen years of age are required by law to attend school, and it is illegal to employ them in any business. If any child who reaches the age of fourteen, and has finished a grade each year, leaves the eighth grade of our elementary schools, such child should have received just the same training and instruction that is given to the pupil who intends to take the high school course of study. It is the work of the public school to lay foundations in education that will enable pupils to specialize at any time when necessity demands.

It is frequently asserted that the public schools are

inefficient because pupils who leave the elementary schools are not excellent in penmanship, have not acquired a mastery of book-keeping, are not rapid in numerical computations, and do not possess skill in many other things. When pupils who leave the public schools can become excellent in penmanship, and learn the details of book-keeping and business forms, after attending a commercial school for three or four months; when young people can learn telegraphy and stenography and type-writing in the same time; when they can enter the factories and handle tools and machines intelligently; when they can enter almost any of the common employments of life and show industry, faithfulness, honesty and intelligence in any work assigned, it is evident that the public school has been true to its mission and has laid a good foundation for life's occupations, besides training the mind, developing true character and fitting for useful citizenship.

ELECTIVE STUDIES.

No system of education is complete that does not offer work adapted to the varying mental and social conditions of children. After the foundations in reading, writing, spelling, language, arithmetic, history, geography and manual training are laid, some choice in studies should be given. Optional studies are offered in language; German at the beginning of the fifth grade, and Latin at the beginning of the seventh grade in the elementary schools. In the high schools the required studies are algebra, plane geometry, one year of history, two

years of sciences, a foreign language at least for the first two years, and the full course in English. The optional studies include higher mathematics, foreign languages, history, civics, economics, and the sciences.

In the high schools a pupil successfully pursuing a study one entire year will be entitled to one credit. Fractional credits will be given for studies occupying less than one year. It will be observed that the required studies will give eleven credits. One lesson a week in music and two in drawing are required of pupils, unless individually excused, for which they receive four-fifths of a credit in music and one and three-fifths credits in drawing, making in all thirteen and two-fifths credits. Fifteen credits are required for graduation; the balance must be made up from optional studies.

Boys who graduate from the elementary schools may elect to go to the general high schools or to the English high and manual training school, where manual training in wood, iron and other material is taught, in addition to the higher English branches, and where French, bookkeeping, stenography and typewriting are optional studies.

The question of giving pupils greater freedom in the choice of studies involves specializing the work in our high schools to meet the demands of several hundred students who leave after the first year of high school work, or who never enter the high schools, because they wish to make special preparation for business life, and the present course of study does not offer the necessary facilities. Such pupils now enter the business

colleges. This has led to the consideration of the question of establishing a separate commercial high school. By establishing English high and manual training schools on the north and south sides of the city and adding to the present course of study domestic science, commercial and industrial arithmetic and geography, commercial law, and business records and office practice, provision can be made for optional courses that will prepare students for varied domestic and commercial pursuits.

KINDERGARTENS.

Kindergartens have been established in sixty-one schools, and sessions are held during the forenoons. In the Jones and Medill Schools afternoon sessions are also held but different teachers conduct the work. Pupils from four to six years of age are admitted, hence the work includes two years of training. Many, however, do not enter the kindergartens until they are five years old and receive only one year's training before they begin the regular grade work. Thus far the kindergartens have been established in districts where the young children do not receive much home training, but spend most of their time on the street. The transformation in the actions, language and spirit of the young children who are taken from the street and placed in the kindergartens is wonderful. At first many children are combative, resentful, rude, selfish, greedy, and show the perverting, degrading, demoralizing influences common to the undisciplined child. A few months' training in a good kindergarten makes these same

children neat, obedient, self-helpful, thoughtful and helpful to others; disciplines them unconsciously to right thought and action, and lays the foundations for the development of true men and women.

Many petitions for the establishment of other kindergartens have been filed with the Board and have not been granted because there was not money enough to meet the expense. It will be impossible to provide kindergarten training for all the children whose parents desire it until special tax provision has been made above that now raised for educational purposes. The cost of maintaining a kindergarten for fifty pupils is about one thousand dollars a year. There are approximately forty thousand children in the city who would enter the kindergartens if they were established in connection with every school. This would involve an expense of $800,000.00 annually for maintenance. The following is the State law referring to the establishment of kindergartens:

Be it enacted by the People of the State of Illinois, represented in the General Assembly: That in addition to other grades or departments now established and maintained in the public schools of the State, any school district managed by a board of education or a board of directors is hereby empowered, when authorized by a majority of all the votes cast at an election for that purpose, such election to be called and held in accordance with the provisions of Article IX of an act entitled "An act to establish and maintain a system of free schools," approved and in force May 21, 1889, to establish in connection with the public schools of such district a kindergarten or kindergartens for the instruction of children between the ages of four and six years, to be paid for in the same manner as other grades and departments now established and maintained in the public schools of such district. No money accruing to such district from the

school tax fund of the State shall be used to defray the tuition or other expenses of such kindergarten, but the same shall be defrayed from the local tax and the special school revenue of said district.

This law has not been complied with by the Board of Education of the City of Chicago. Before extending the system further, I recommend that the next Legislature be requested to legalize the action already taken, and to give authority to the Board to establish kindergartens in connection with the public schools and to levy a tax to maintain the same.

Number of kindergartens	63
Total enrollment of pupils	5,546
Average daily membership	2,904
Average daily attendance	2,607
Per cent of attendance	89.8

EVENING SCHOOLS.

Thirty-four evening schools were maintained during the winter season of 1897-98, of which seven were evening high schools. They were in session ninety-six evenings. Seven thousand eight hundred and ninety-eight pupils were enrolled in the elementary schools, and two thousand thirty-six pupils in the high schools; total enrollment, nine thousand nine hundred and thirty-four. Two hundred and eighty teachers were employed. The total cost of maintenance was $81,674.73, or an average cost of $8.22 for each pupil enrolled.

In the high schools instruction in stenography, typewriting, bookkeeping, mathematics, free-hand, mechanical and architectural drawing were given. Reading, writing, arithmetic, geography, history, spelling and elementary bookeekping were

taught in the other schools. There has been an increasing demand in various parts of the city for the organization of classes in stenography, typewriting, bookkeeping, mechanical drawing, mathematics and English.

In some sections of the city where there are many people who do not speak the English language the schools are largely composed of men and women who are learning to speak, read and write English.

These schools are accomplishing great good in preparing the foreign born residents for American citizenship.

MANUAL TRAINING.

It has been evident that the tool work in wood, required of the boys in the seventh and eighth grades, was not sufficient to cover the demand for constructive work which is necessary to give all children the opportunity to express their ideas in concrete form. To make our educational work well balanced there should be training in varied forms of making things, from the kindergarten to the high school. There are many materials in which children can work effectively. The good results accomplished in the Workingman's Home in New York City, in the schools of Washington, D. C., and in some other places, in constructive work, using paper, folding, cutting and pasting; weaving, sewing, cooking, painting, drawing, carpentry or carving, as a means of expression, indicate the propriety of having some form of manual training in every grade. Special teachers have always been employed to teach sewing, physical

culture, music, drawing, manual training, cooking, etc. Success with pupils must come from the related, daily work of the regular teacher, who cannot be expected to be expert in all things. Special teachers make the cost of instruction so high that they cannot be employed to do all this work. How then shall constructive work be carried on?

Let each school be supplied with a workroom, and a supply of simple tools and material needed, where the regular teacher, who may possess the requisite skill, may work with her class in any medium. The result will finally be that teachers who have well defined ideas of the relation of manual training to other work will use the shop practice as means to an end.

The results of man's handiwork are manifest in every building the child looks upon, in every piece of machinery that multiplies constructed articles, in internal and external decorations of buildings, in the furniture and furnishings of the home, in all the instruments or articles that a child uses. Under a right system of training children, they will be made self-helpful; the desire to imitate and construct, or to work out some childish idea, will be cultivated, and this impulse will find expression in a school workshop.

In accordance with this idea, experiments were tried in a few schools in Sub-district Number Seven, whereby children in primary and intermediate grades constructed articles for use in wood, paper, cardboard and other materials; there was sewing, weaving, pasting and painting. All that was done was closely related to work in arithmetic, history, geography or

science. The class teachers sought the assistance of the special teachers in drawing and in manual training when necessary.

There is much to be accomplished before manual training in its varied forms is systematically related to the work in every grade. The work already begun in the seventh and eighth grades is exceedingly valuable to the boys, and educators give it a permanent place in the curriculum of school work.

Attention is called to the special report of the Supervisor of Manual Training.

DOMESTIC SCIENCE.

Instruction in Domestic Science has been given during the year in the Hammond and Kozminski Schools, and for three months at the J. N. Thorp School.

Mrs. Elizabeth Stickney and Mr. and Mrs. Cyrus H. McCormick requested the Board of Education to grant the use of a room in the basement of the Hammond School, where instruction in cooking and sewing could be given to the girls of the grammar grades, and offered to pay all expenses incurred. The request was granted and a room was fitted up at an expense of about $500. The cost of gas, groceries, meats, etc., was $204. The salary of the teacher was $800. Mr. McCormick also donated the entire outfit of benches and tools for the manual training room for boys, which cost over $1,000.

The Kitchengarden Association of Chicago requested the use of rooms in the Kozminski School for the same purpose, adding instruction in house-keeping. The Association furnished the necessary equipment and paid the teachers.

Near the close of the year, a communication from the Kitchengarden Association was presented to the School Management Committee, asking that instruction in domestic science be given to the girls of the schools of Chicago, and that the expense of maintaining the work in the Kozminski School for the ensuing year be assumed by the Board.

A special committee, of which Mrs. Evelyn A. Frake was chairman, was appointed to investigate the experimental work in the Hammond and Kozminski Schools, and to report their recommendations. The following is an extract from the report of the Committee:

To the Board of Education:

Your Committe, to whom was referred the matter of the introduction of domestic science in the public schools, would respectfully report that they have made a careful investigation and given full consideration to the subject matter referred to them, as far as they were able, and believe that it is within the legitimate scope of the Board of Education to introduce, experimentally at least, in popular centers, cooking in the seventh and eighth grades, and instruction in plain sewing and mending, for girls, in the sixth, seventh and eighth grades. The Committee believes that such instruction will come to be most useful to the pupils as individuals, and most beneficial to the State when they reach or assume future responsibilities.

Your Committee on investigation finds that the cost for furnishing a room for cooking with 25 individual equipments is about $350.00, and that the expense of materials necessary for demonstration will be from $180.00 to $250.00 per year, and the services of a competent teacher $600.00, making the total cost of equipping and operating from $1,300.00 to $1,400.00 per room for the first year, including both sewing and cooking.

Your Committee would respectfully recommend that an appropriation of $55,000.00 be made for the inauguration and carrying out of these recommendations in at least fifteen schools located in popular centers."

The Board adopted the report of the Committee with some modifications and appropriated the sum of $25,000 to provide for the introduction of cooking and sewing as manual training for girls.

It is proposed to designate certain schools as centers, where instruction will be given to the girls of the highest grades from the surrounding schools, adopting the same plan pursued in teaching manual training to boys.

Mr. Henry S. Tibbits, Principal of the Hammond School, has at my request submitted the following report of the work at the Hammond School:

Supt. A. G. Lane:

DEAR SIR—Centralization of population in cities has its advantages patent to all, but its tendency to subtract from the highest and best in the home life is deplorable. The teaching of cooking and sewing in the elementary schools will do more to dignify the home arts of woman than any other agency. Manual training for boys has found a permanent place in our schools. Our girls are justly entitled to the best type of constructive work to parallel the woodworking for boys.

Chicago is to be congratulated that when the value of teaching the subjects of cooking and sewing was demonstrated by Principal Henry S. Tibbits, of the Hammond School, to Mrs. Elizabeth Stickney and Mr. Cyrus H. McCormick, they responded readily and generously, and May 1, 1897, authorized a careful examination of existing plans and ideas in other cities and the installation of the best available scheme for the Hammond School, Twenty-first place and California avenue.

Miss Florence Willard, of Pratt Institute, was engaged to teach domestic science to 250 girls of the Hammond at the same hours the boys in the respective grades have manual training. An economical policy was adopted which reduces the cost of equipment of the school kitchen to $350 as a minimum, though a liberal figure would be $500. The monthly running

expenses vary from $18 minimum to $25 liberal. The expense of sewing is very small, $25 to $50 for 300 pupils.

The success of the work has been unquestioned, Pupils are very enthusiastic in their appreciation, and those who have inspected the work critically have generously accorded important educational value to the training given. The Committee of the Board of Education, appointed May 4 to investigate the advisability of the general introduction of cooking and sewing into the public schools of Chicago, carefully examined the work and unanimously recommended the plan at the Hammond, viz.—the teaching of both subjects by one teacher by the laboratory plan on an economical basis. Sewing has only been taught in Chicago at the Hammond School during the past year, but the results clearly placed it upon a par with cooking as a school subject for girls. It has found far more general sanction throughout the country than cooking, and it is more economical.

It is confidently asserted that it will be the verdict of the future that the introduction of these domestic sciences into the schools of Chicago is the most important piece of school legislation of the year.

Yours very truly,

HENRY S. TIBBITS.

REPORT ON MANUAL TRAINING IN GRAMMAR GRADES.

Mr. Albert G. Lane, Supt. of Schools, Chicago:

DEAR SIR—I beg to present for your consideration a resume of the work in manual training in the Chicago Public Schools, under the following headings:

1. History of its introduction and progress.
2. The value and aims.
3. The course of study.
4. The cost of equipment and maintenance.

Manual training for boys in the higher grammar grades of our schools was first attempted through the generosity of Mr. R. T. Crane, who, in January, 1891, equipped a basement room in the Tilden School, at a cost of about $2,000.00, and employed a teacher to conduct the work. His idea, as expressed at that time, was that this form of in-

struction would turn boys from the seeking of clerkships to the shops of manufacturing establishments like his own, where a trade could be learned, the army of skilled workers thus to be recruited by home rather than imported labor. At the same time he expressed the conviction that tool or hand work would make the boys stronger mentally and more self-reliant. Perfect freedom was given the teacher in selecting work to be done. Bench work in wood being the form decided upon, the shop was made a center at which the boys from the two highest grammar grades from six schools received instruction once each week for a period of one and one-half hours. Fifteen classes of twenty-four boys each were thus taught.

The Chicago Evening Post donated an equipment very similar to that at the Tilden School, but some cheaper, and the Board of Education employed a teacher to conduct the classes. This center was located at the Jones School. Mr. Crane added to his first a second and similar equipment in order that student teachers might there be trained preparatory to extending the work. This method of preparing teachers has been pursued ever since at two shops in which a double equipment is placed. Shops are now established in twenty-one schools. The boys of the seventh and eighth grades from 123 schools, numbering over 8,000 pupils, are receiving instruction. By a recent action of the Board of Education twelve new centers are to be established, which will enable us to teach over 15,000 boys.

Our system of education should be an expression for existing social and civil relations. Our present school system exists upon the presumption that it is the product of our present civil society, yet although we are dependent upon and environed by the products of skill, our educational system has taken little account of the pedagogic value of constructive training.

At present children have to learn much for which they have neither a sense of need nor interest. Social necessity may justify this compulsion, but it can never be approved by pedagogic reasons. It is a violation of the course of development of child nature and stands as a barrier to the developing education. To create a sense of need and interest in the child is the task of the pedagogue.

The making of working drawings by which to construct the objects in

a manual training course is distasteful to the boys unless they are taught to understand the intimate relation and dependence existing between the mental and physical labor involved. In our experiments we have found that when drawing is taught either as copying or as a line of study distinct from the tool work its value as a training is much reduced if not entirely lost.

That all instruction can be connected with hand labor is doubtful, but much can be connected with it, and many branches can find in it a natural focal point. All the theoretical instruction which can be ought to be deduced from constructive work. For the lower grades of the schools it is essential that theory grow out of practice. For the higher grades, theory may precede practice, but should pass over into it. Neither in life nor instruction should theory and practice be isolated. By observing these principles of instruction we place ourselves in harmony with the process of human development.

Now if it be true that the child, in a crude and elementary way, passes through all the stages of development of mankind, then in the formation of childish knowledge the process to be pursued should be similar to that which has served in the formation of the treasures of knowledge possessed by mankind. By means of effort, labor and the predominating use of physical powers the child should be guided to knowledge and understanding. If truths are offered to the child without trouble on his part, that is, if theory is always allowed to precede and never to join practice, then the truths do not cling to the child. They are of little value to him, and the child never learns to fully value the labor of others.

The education given through constructive training satisfies the child's instinct for activity. It awakens a lively interest and pleasure in work and its products, and enables the child by his own efforts to secure this interest and satisfy a natural craving. The articles produced by the child are of real use either for himself as playthings, or at home, or best of all as apparatus for demonstration in connection with his studies.

The course of study which is at present being used in the manual training department is the result of the experiments conducted at the Tilden School. Different systems were tried for a period of three years, and the working and results carefully studied and compared. We found that the system of joint work, or Russian method, was not suited to our

needs, that the Sloyd systems, although based apparently upon correct pedagogic principles, were not applicable to the conditions found to exist in an American city, because their system had originated and developed among agricultural people. The defects of the so-called Russian method, so universally employed, was that dealing with the abstract, in the concrete form, it appealed to the creative instinct of the boys in only a partial and ineffective manner. Combining the construction of joints with the application of the principles therein taught, to objects of utility, we found to be of doubtful value; for this method violated one of our most valuable pedagogic principles, namely—that theory should not precede practice. The principles that we deduced from this experimentation on which to construct a suitable course of study were:

1. Training for skill of hand.

2. Utility of the object constructed, or usefulness of the product (that is utility from the child's point of view).

3. Correlation or co-ordination with the school and home life and training of the child.

4. Artistic development.

The inventive and creative faculty must be trained. All tool work would give skill, provided it was given systematically in the order of the difficulties to be overcome. Objects of use to the boy were selected, and, after careful analysis as to the steps involved in the construction, were arranged in a progressive course. The subject of co-ordination had not at that time been so clearly defined as at present, but is now taking definite shape, as can be seen by the perusal of the manual training course of study. That the training in the shop must be made an integral part of the child's school life, is, as we have already stated, fully appreciated.

The training of correct artistic tastes is to be accomplished by placing before the child only such forms as are pleasing to the eye. At the same time we think conformity to the sequential idea in tool practice is of the utmost importance. Crude forms should not be tolerated, yet the idea of the merely beautiful should not take precedence of the three principles first given.

The devevelopment of the creative faculty is fostered by placing before the child forms of ornaments or decoration in the shape of designs, or rather of elements of designs, from which he is to arrange and execute

such forms in decoration as are within his individual capabilities. This point is clearly illustrated in the lessons for Chip Carving shown in the course of study.

SUMMARY OF COST OF EQUIPMENT.

1. Tilden School shop, equipped by Mr. R. T. Crane, January, 1892, at a cost of $2,000.

2. Jones School shop, equipped by the Chicago Herald, June, 1892, at a cost of $800, since which time nearly $400 has been expended in improvements.

3. Tilden School shop, equipment doubled September, 1894, at a cost of about $1,100. This was done to accommodate more pupils, and to provide for the training of teachers.

4. Equipment at Agassiz School discarded in 1894, and replaced by one similar to that in the Tilden School, at a cost of about $1,000.

5. Nineteen shops since established by the Board of Education, at a cost of $1,000 each.

6. Total, twenty-three shops.

7. Number of pupils being taught, over 8,000.

8. Number of instructors, twenty-one.

9. Number of schools provided for, 123.

10. Number of pupils in each grade receiving instruction: Eighth grade, 3,000; seventh grade, 4,000; sixth grade, 1,000, approximately.

11. Cost per pupil for instruction, $2.50 per year.

12. Cost per pupil for material, 50 cents per year. (The above cost of material includes the replacement of apparatus as it depreciates).

13. Pupils receive instruction one and a half hours per week.

14. Instructors teach four classes per day (six hours).

Yours respectfully,

R. F. BEARDSLEY,

Supervisor of Manual Training for Boys.

SCHOOLS FOR THE DEAF.

Nine schools for the deaf have been established in public school buildings, and have been conducted in strict conformity

with the State law, and in accordance with its provisions the sum of $16,753.23 will be received from the State fund apportioned to Cook County for the instruction of one hundred and forty-nine different deaf children. This sum covers the cost of maintaining these schools.

The report of the Supervisor is so complete that I submit it for general information:

SCHOOLS FOR THE DEAF.

The day schools for the deaf, which in 1897 numbered six, located in as many different sections of the city, have during the school year just closed been increased to nine, using as heretofore the combined system in some schools and the pure oral in others, with a total enrollment under both systems of 150 pupils.

COMBINED SYSTEM SCHOOLS.

The four combined system schools in operation last year, the first one of which was established twenty-three years ago, opened in September without change of location; the Wicker Park class, in charge of Miss Griswold and Mr. Haskins; the Prescott class, in charge of Miss Woodworth; the Hartigan class, in charge of Mrs. Coombs, and the Monroe School, with three classes, in charge of Mr. Gallagher and the Misses Wright and Williams.

The total enrollment in these four schools this year was but sixty, as against seventy-seven last year, the decrease being largely due to the fact that many of the pupils had reached an age where their parents could either make use of them at home or wished them to learn a trade, and therefore preferred to send them to the State Institution at Jacksonville. Although the attendance in these schools was very irregular there was a marked improvement over last year, as the following comparison will show:

1897, total enrollment, 77; membership in June, 48.

1898, total enrollment, 60; membership in June, 46.

THE PURE ORAL SCHOOLS.

The Yale School, which was opened in January, 1896, with eight pupils.

and one teacher, last year had increased to thirty-six pupils in charge of four teachers, and during the present year enrolled fifty pupils, one a pupil from outside the city and forty-nine Chicago children. Some of these children came long distances on the street cars, and in response to a petition from parents an effort was made to accommodate the younger children by establishing classes nearer their own homes. With that end in view Miss Beaman, with a group of children who lived near Cottage Grove avenue, was transferred in October from the Yale School to the Kozminski School, and in December another branch was opened as a branch of the Seward School, in rooms rented of the Chicago University Settlement on Ashland avenue, with Miss Alice Schilling in charge. These two classes relieved the Yale School somewhat, although their membership was not large, the former having eleven pupils and the latter seven. The Yale School closed in June with a membership of forty-one pupils in six well-graded classes, in charge of Misses Montgomery, St. Clair, Leu, Williams and Firth.

An oral class was opened in September in the Lyman Trumbull School, with a total enrollment for the year of eighteen pupils, in charge of Miss Arnold and Mrs. Bellows; the latter with her pupils was transferred to this school from the Lincoln. In answer to a petition another oral class was opened in the Darwin School in May, with ten pupils, in charge of Miss Ellen Taylor. These five oral schools had a total enrollment during the year of ninety pupils, with a membership of eighty-two when the school year closed in June.

COMPULSORY EDUCATION FOR THE DEAF.

As above stated we have one hundred and fifty deaf children in our city public schools; one hundred and fifty or thereabouts from our city attend the State Institution for the Deaf at Jacksonville, and a hundred more are educated in private schools in our State. Yet on our streets may be seen daily deaf children whose parents, through either carelessness or willful negligence, are failing to take advantage of the liberal provisions made by the State for the education of their children. A compulsory education law is the only remedy for such cases and should be rigidly enforced as a public safeguard. An uneducated deaf person is not only a non-producer, a financial burden, but he is without moral training and

becomes an easy prey to the unscrupulous and vicious—a very menace to society.

MENTALLY DEFICIENT CHILDREN.

The feeble-minded child, whether hearing or deaf, upon entrance into school is, because of lack of responsiveness, too often classed with the normal deaf child, a situation fraught with injustice to both, and also to the teacher who is expected to perform the impossible task of securing equal results with normal and abnormal minds. In again directing your attention to this undesirable feature of our department and to further emphasize the limitations and also the possibilities of the pupils who legitimately claim our attention, I beg leave to quote from my last year's report as follows:

"Among the actually deaf are always to be found the different grades of mentality that prevail among the hearing, namely: the bright, the average, the dull, the stupid, and all conditions more abnormal than this called collectively the feeble-minded, and each grade, as with the same grade among the hearing, capable of receiving as high an education as mentality will allow. It is true that a change of environment may enable the apparently feeble child, either deaf or hearing, to accomplish much, or the bright one little; also that uniform results cannot be expected and should not be demanded of all grades of intellect; but a child so feeble-minded or abnormal in any direction as to interfere with the work of a class of hearing children should not be placed in a school for the deaf. The deaf, who depend in their early work almost altogether on their power of vision and faculty of imitation, should of all children be surrounded by the most perfect possible example which might in all cases be imitated without detriment. Feeble-minded children in most cases are capable of being taught, and certainly no class of children have a stronger claim on the State for an education, but let it not be given them at the expense of those already handicapped by deafness. Better classification, based on a careful examination for admission, with an ungraded class for children of questionable ability, and the authority to transfer such pupils from time to time to the class where each can work with the greatest advantage to himself and least annoyance to others, would make conditions more just for all.

LIMITATIONS OF THE DEAF CHILD.

"In addition to the limitations of capacity and environment, which are common to humanity, the deaf child, as a result of his deafness, is without speech and has no knowledge of language, the latter being of the two the greater deprivation. Without language his knowledge in all directions is necessarily limited to his own narrow personal experience; the whole great

world, to him, is unknown except the tiny corner which he himself has seen, and time for him is but the span of his own brief memory. He can neither take advantage of good environment nor rise above a poor one. True, he invents a crude language of motions that suffices for his bodily wants, his bare existence, but he has no possible means of himself acquiring the language used in his own family and by the world about him, and is, in himself, powerless to realize the possibilities of his God-given powers. Without education life means to the brightest deaf child little more than to the feeble-minded. Put him early in the hands of a skillful teacher who understands how to reach his imprisoned mind, give him the knowledge and the use of language, and you have given him the key to the accumulated wisdom of the ages, you have opened to his view the stairway on which he may mount to heights limited only by his Maker. In view of these conditions, it is plainly a matter of economy as well as philanthrophy to provide wisely for the education of your deaf children."

PRESENT PROGRESS AND FUTURE NEEDS.

The recent law made it possible to provide teachers for all deaf children who applied at our public schools during the past year, and while we have made perceptible progress along some lines, notably in testing and grading pupils and in unifying the work of the different classes, several of the most vital needs of the deaf children have not as yet been properly met.

I. Books—The lack of a knowledge of language deprives the deaf child of the early love of literature which comes to the average hearing child through the nursery rhyme and the stories told or read to him, long before he himself has learned to read a book.

The future outlook for the deaf person who has not learned to understand and love books, has a very narrow horizon. And in the very nature of things books can have, to begin with, no attraction for the deaf child, and we must take advantage of the fact that pictures do appeal to all young children. Through this universal interest we can lead the deaf child to understand and value books, which furnish the only possible means by which he, in all circumstances of life, can keep in continual touch with the best the world has to give.

Then let us place a library of the choicest and most instructive picture books in every primary school for the deaf; give intermediate classes an abundance of illustrated supplementary reading material, and supply advanced classes with all the latest and best books for study, reading and reference.

II. Physical Environment—The disease or condition which produces deafness often impairs the constitutional vigor, and a large per cent of deaf children enter school below par physically and should have, therefore, more than the average attention given to physical culture and hygienic surroundings.

III. Industrial Training—The unconscious trend of the home life of the deaf child, before he enters school, has too often led him to believe that his only function in life is "to be ministered unto," and the school which undertakes to prepare him for future usefulness in a world which measures every man's value in terms of *service*,—not what a lame, blind, or deaf man *is*, but what he can *do*, is the verdict,—should take account of his necessity and make his school room a laboratory where every problem may be worked out as well as studied over, where every lesson may be accompanied by some form of construction, where intellectual growth is supplemented and re-inforced by motor activity, where habits of industry and helpfulness are inculcated, and the moral nature of the child strengthened by the uplift that always accompanies the consciousness of power to *do*, to *make*, to *create*.

THE MOTHER'S STUDY CLUB.

The Mother's Study Club, whose formal organization dates from the opening of the Yale School, and whose membership is made up of mothers and friends of deaf children, has done a very practical work during the past year.

Books and pictures have been given and loaned to various schools. Indigent children have been clothed, when necessary, and their car fare furnished. Co-operating with the Chicago Vacation School Board, which willingly granted school rooms but had no funds to spare, and with the further co-operation of teachers who largely donated their services, this club has been instrumental in opening, in connection with the Chicago Vacation Schools, four summer classes for deaf children, which have so far proved very successful.

A significant outgrowth of this club is the Chicago Central League, recently organized, and which in its official board represents every section of the city and every local organization of mothers of deaf children.

The co-operation and encouragement of such a body of interested

mothers must stimulate both teacher and pupil to better and better work. And with the necessary books and equipment, we look forward with hope that we shall be able in the future to surpass the results of the year just finished.

Respectfully submitted,

MARY MCCOWAN,

Supervising Principal of Schools for the Deaf.

JOHN WORTHY MANUAL TRAINING SCHOOL.

This school is connected with the City Bridewell. Boys under sixteen years of age are placed in the school and receive instruction. I call special attention to the report of the Principal and heartily endorse his recommendations in regard to indeterminate sentences and the appointment of a special Judge, before whom all juvenile offenders shall be brought for trial.

A. G. Lane, Esq., Supt. of Schools:

DEAR SIR—Replying to your request I would state that we had 913 different boys at the John Worthy School from July 1, 1897, to July 1, 1898.

The average number belonging during the year was 97, but the average for the month of July, 1897, was only 55, while the average for July, 1898, was 121, showing that the school has increased over 100 per cent. during the past year.

The average length of time of each pupil is now 30 days.

Regarding your fourth question as to range of work done, etc., I would say that the method of treatment seeks to fit these boys for free life again by physical, mental, moral and industrial training.

The school includes instruction classes in the eight grades of the elementary public schools, but the educational life in the John Worthy School presents a striking contrast to that of ordinary schools. The attendance at school exercises is emphatically compulsory. Every boy committed to the school is, on his arrival, straightway examined and assigned to school work suited to his present capacity. He has no choice about this.

He must belong to the school and do some educational task from the time he enters till he leaves. When it is considered that out of every 100 arrivals about 80 have good natural capacity, and none have education above the merely ordinary, it will be seen that with these boys the voluntary system has been a failure. In this school, what a boy can do he must do; and what he must do, he does do.

The boys of the John Worthy School are not only assigned to their school work by the best of careful individual examinations, but from time to time they are reclassified. As the instruction seeks to reach the lowest needs of the weakest mind in the group, there is no need of giving to any boy any help that is not given to all alike. Indeed the most valuable lesson the boy can learn in any study is that he can and should advance abreast with others like himself, who labor under the same conditions and are beset by the same difficulties.

As the average period of detention is about thirty days, time is lacking to pursue the regular course of study as prescribed by the Board of Education. The course for those boys who remain with us for six months does not require everything given, even in the so-called practical arithmetics and language lessons. Such omissions are made not only on account of lack of time, but for the reason that the knowledge that would be gained by the study would be of comparatively little value to the boys, and the peculiar discipline afforded by a study is obtained in the thorough mastery of a part of that study.

In addition to the regular classes, each pupil is obliged to devote five hours per week to freehand and mechanical drawing, which are both essential to a mechanic. To be unable to make a freehand sketch of a piece of machinery, and to make a correct working drawing from that sketch, or to be unable to interpret a working drawing which has been given him from which to make an object, places a mechanic at a great disadvantage; in fact, he lacks one of the qualities which go to make up a skilled workman. There is also an educational value attached to the study of drawing apart from its utilitarian advantages. It assists to complete and clear conception, it cultivates a habit of accurate and careful observation. Recognizing this value, drawing, both freehand and mechanical, is taught in all the grades. As far as practicable, the boys are required to draw from objects, not models, and in the mechanical, working drawings

of parts of machinery and tools are required, as soon as pupils can use instruments properly.

All the boys of the institution receive manual training in woodwork, including bench work and wood turning. The shop is equipped with forty single benches, twenty-five wood-turning lathes, a hand planing and grooving machine, a circular saw, an emery grinder, a surface planer, a pattern-maker's lathe, and two grindstones, which give accommodation for about sixty-five boys in each period. Should the school continue to grow as rapidly as it has during the past year, it will be necessary to equip one or more additional shops, in order to accommodate the boys, and I should advise that steps be taken in the near future to install a forge and sheet metal room.

Elementary shop work reaches all the pupils, the advanced course is taken by scarcely one-eighth. Promotion to the advanced course rests upon ability and attainment. Boys who receive it give some promise of becoming good mechanics. It is not attempted to carry all the boys through the elementary course. Each one gets as many lessons as the time of his imprisonment will permit. The more capable can complete the elementary course in about thirty lessons of two hours each. The poorer fail at the seventeenth lesson. The dove-tail joint is the quietus of many a boy. He has by this time tried to gain the mastery of some twenty tools. Although he may never make a skilled mechanic, he has gained much in hand skill and learned invaluable lessons of a moral nature.

The advanced course consists in more difficult carpentry and in wood-turning.

The skill and love of tools called forth in our manual training classes is turned to practical account in a multitude of ways. The boys have made 85 wand racks and 400 sets of arithmetical ratio blocks, 52 to a set, for use in the public schools of the city.

The boiler room of the institution is also used as a means of instruction, and here a few of the stronger boys have been taught all that is necessary to know about the care and firing of steam boilers, the care of pumps, economy of fuel, etc.; an accurate account is kept of the amount of coal consumed in each boiler, the steam pressure maintained, etc. In this way the boys are taught to fire economically.

As I have already stated, the average term of these boys is thirty days.

This does not give them an opportunity to learn much, either in the academic or manual training departments. No sooner has he learned the routine of the place and gained some rudiments of the work to which he is apprenticed than his time is out or he is released by having his fine paid or by the pardon of the Mayor. I should like to see larger fines imposed on the boys so that they should be obliged to remain at the school long enough to accomplish some good to themselves, or better still, have an indeterminate sentence law covering their cases whereby they would be released from the school at the option of the authorities when they have proved themselves worthy of being trusted.

There should be a juvenile court with a special and most painstaking judge, and legislative enactments should also be had giving such a judge power to send boys to the John Worthy School on an indeterminate sentence.

Very respectfully.

ROBERT M. SMITH,

Principal.

HIGH SCHOOLS.

Chicago is becoming a great center for art, music, painting and sculpture, for literature and for education. The three universities, the three great libraries, the Art Institute, the Field Columbian Museum, the Academy of Science are all offering to the people of Chicago opportunities for culture and self-improvement that are appreciated and appropriated. The high schools are using all these institutions as aids in their work. The collections are made an objective study, and frequent lectures have been given by the Directors and Curators. The high school teachers have planned many visits to them and have clearly related their investigations and observations to the daily work of the pupils. The high school is a

vital part of the school system, and presents the best evidences of what education can do for the youth of the city. The graduates of the Chicago high schools have worthy representatives in the management of the Art Institute, the Public Library, the Field Columbian Museum, the Academy of Science, the Board of Trade. They are in the banks, in commerce, in law, medicine, theology, education, and in every department of public life. Statistics show that fifteen per cent of those who enter the first grade in any year pass from grade to grade and enter the high school. Any restriction, curtailment or crippling of the high schools would react upon the grammar grades, and many of the incentives to obtain a thorough preparation for life's work would be removed. Any such movement would arouse thousands of the leading citizens of this city and would call forth a protest which would be an effective preventive. No one claims that high schools should be maintained to the detriment of primary and grammar schools.

It is maintained that all children shall have the privileges of an education, and this does not mean that they are to be limited to the elementary studies. The progress of this country in science, art and invention has made demands upon the people which can be met only by a generous, practical education.

All our high schools have been as badly crowded as the primary and grammar schools. When suitable provision has been made for the elementary schools, I am confident equal

provision will be made for the proper seating and instruction of high school pupils.

The work in the various branches of study has been successful. Our graduates are admitted to nearly all of the colleges of this country upon their diplomas. Attention is directed to the special reports of the assistant superintendent in charge of high schools, the supervisors of high school, music, and modern languages.

REPORT ON THE HIGH SCHOOLS.

Mr. Albert G. Lane, Superintendent of Schools:

DEAR SIR—In accordance with custom, and at your request, I hereby submit to you, and through you to the public, my seventh annual report as assistant superintendent in charge of the high schools, for the year ending June 24, 1898:

GENERAL STATEMENT.

The year has been one of steady progress, full of encouragement, and signalized by no unfortunate events.

The attendance has been unusually large; the principals and teachers have been unremitting in their efforts to deal justly with all, and the labor of correlating and unifying all the work of the high schools has been in a large measure successful.

The classes, especially in the first two years, are still altogether too large for the best results. The high schools will never accomplish what they are capable of, and what the taxpayers have a right to expect, until this fault is remedied. Classes of fifty and sixty pupils in Latin, algebra, geometry, rhetoric, physiography, where much individual work is demanded and the most careful supervision is needed, cannot be well instructed and guided by a single teacher in a recitation period of fifty minutes. The advent of the experiment of student teachers for part time was measurably successful and aided in removing this difficulty. Lack of rooms, however, in which to hold the recitations is the great trouble.

The new course of study has worked admirably. I have urged the

restoration of geology and astronomy as half-year studies, although I am still convinced that any study to be of lasting value should continue one entire year. The mere accumulation of superficial facts of science is of little worth. The high schools can ill afford the equipments needed for a correct study of geology and astronomy. Many outside excursions create confusion, and one-half year to each subject is not along the line of true pedagogy. I believe, however, that these studies, even in a limited degree, and largely from the texts, will be of value to those who pursue their education further, or who enter upon a course of training for teaching in the common schools.

I am more and more in favor of elasticity in our course of study. Our supreme effort should be to ascertain the natural aptitudes of pupils and to suit their studies to their tastes and talents.

Mental as well as physical diet should be in consonance with one's constitution. Failures in school, as in business, are occasioned by an attempt to do what one is not by nature equipped for accomplishing. The welfare of the individual pupil, not the ease of managing a school, should be the first consideration. Pupils should be permitted to make a wise selection of studies, in accordance with the suggestions of parents, the advice of teachers and the wishes of the pupils themselves, who are not altogether ignorant of their natural endowments.

ACCOMMODATIONS FOR PUPILS.

It is perhaps useless to urge a willing Board of Education to do what they cannot see their way clear to accomplish. I cannot believe there is any concerted disposition to curtail the usefulhess of the high schools. I am forced to the conclusion that the objection to more high schools and more buildings is purely a financial one.

The masses must at all hazards be provided for. Every child from six —yes, from four—years of age to fourteen should have the very best opportunities for an education. Good buildings, in perfect sanitary condition, well equipped with all conveniences calculated to uplift, and develop, and inspire, surrounded with ample play-grounds, should be provided for all. Rented buildings are an unjustifiable excuse for schools. The high schools must always be a second consideration, but an important one. Of the nine thousand pupils in the high schools this year, four thousand at least would

not and could not have an education beyond the grammar schools if the public did not furnish the opportunity. The parents of one-half of the remainder would not consent to send their children away from the influence and care of the home.

The patrons of the Lake View High School have shown remarkable patience in waiting for an addition which was needed eight years ago. Since 1890 the school has increased from 250 to nearly 1,000 pupils. For two years 600 have been cared for, one-half and one mile distant from the main school, in grammar schools sorely needed for the younger children. Four different buildings have been used for this school. I deem it my duty to testify to the remarkable ability and persistent watch-care of the Principal, Mr. James H. Norton, which has enabled him, against the most discouraging and disturbing influences, to bring and keep the school up to the very highest standard. The substantial addition is nearing its completion, and we confidently expect to see the thousand pupils of this school well accommodated in the enlarged building by the first of January, 1899.

In behalf of the pupils of Lake View I desire to express gratitude to all the members of the Board of Education for their support of this measure, and especially to Mr. Bernard F. Rogers for his unremitting efforts to accomplish this long-hoped for and much-delayed undertaking.

This building, however, in less than a year will be filled beyond its capacity, unless a new one is erected for the North Division High School, on the site purchased three years ago. There is a crying need for this, and I must believe the building will be contracted for and commenced before winter.

The addition to the Englewood High School will also soon be ready for occupation, but it will be sufficient for but a short interval.

A building should be erected for the John Marshall High School, as it will be impossible next year to conveniently accommodate both grammar and high school pupils in the present building.

There is need of a new school at South Chicago, an addition to the Jefferson High School, better accommodations for the Calumet High School, a new building on the South Side to accommodate the overflow of the South Division High School, who now attend the Hyde Park High School, necessitating the use of outside buildings for about seven hundred pupils.

The addition to the Northwest Division High School was greatly needed and will serve that district for two or three years. I have recited some of the needs. There are others which I pass over. I can only hope that the whole situation will be canvassed, and that the highest wisdom will be shown in the decisions rendered.

STUDY OF THE LANGUAGES.

There were 9,064 pupils in the several high schools at the close of September, 1897, a gain of 659 over the attendance of September, 1896. Of this number 456, a gain of 21, were in the English High and Manual Training School, leaving 8,608 in the thirteen academic schools. Of this number 5,952, or over 69 per cent, were studying Latin, a gain of 1 per cent over the previous year; 2,295, or nearly 27 per cent, a gain of a little less than 1 per cent, were studying German, and 1,384, or 16 per cent, a loss of 2 per cent, were taking French. The per cent studying Latin in the several high schools was as follows: Hyde Park 78 per cent, the same as last year; Calumet 77 per cent, a loss of 1 per cent; John Marshall 76 per cent, a gain of 2 per cent over last year; Englewood 75 per cent, a gain of 2 per cent over last year and of 7 per cent in two years; West Division 73 per cent, a gain of 2 per cent over last year and of 6 per cent in two years; Jefferson 70 per cent, a loss of 8 per cent; Lake View and South Chicago each 67 per cent, a loss of 1 per cent for. Lake View and of 3 per cent for South Chicago, or a loss of 9 per cent in two years; Northwest Division 65 per cent, the same as last year; South Division 64 per cent, a gain of 5 per cent over last year and of 12 per cent in two years; Joseph Medill 61 per cent, a loss of 3 per cent; Lake 54 per cent, a gain of 10 per cent over last year and of 18 per cent in two years; North Division 53 per cent, a loss of 2 per cent over last year and of 6 per cent in two years. Where there has been a gain in Latin there has generally been a loss in the French, and where a loss has been sustained by the Latin there has generally been a gain in the German.

Of the three foreign languages Latin has gained over 1 per cent, German less than 1 per cent, and French has lost 2 per cent. There have been only 332 studying Greek, a ratio seemingly far too small for the City of Chicago.

It is fair to state, however, that these are among the brightest pupils

in the schools, and we expect the number pursuing this language will steadily increase rather than diminish.

GRADUATING CLASS.

Much has been written concerning the age at which our young people enter upon their high school course. It is insisted that pupils should graduate younger so that they may take a college course and complete it at twenty-one, or enter into business direct from the high school and begin to earn a living at seventeen. I have studied this subject for many years, and while I am convinced that children under correct influences and right training, who lose no time by prolonged sickness or other misfortunes, may enter the high school at twelve years of age, I think that under the system prevailing in the graded plan of the public schools we cannot expect to bring the age much below fifteen. The class graduating in 1895, entered at an average age of fifteen years and three months; class of 1896 at fifteen years and one month; class of 1897 at fourteen years and ten months, and the present graduating class at an average of fifteen years.

The following are the averages of entering and graduating of each school: At South Chicago and at the Joseph Medill the average age of the class on entering was fourteen years and nine months, and at graduation eighteen years and seven months; at the North Division age at entering was fourteen years and ten months, and at graduation eighteen years and eight months; at Lake View, Hyde Park and Lake the age at entering was fourteen years and eleven months, and at graduation eighteen years and nine months; at Englewood and Calumet the age at entering was fifteen years, and at graduation was eighteen years and ten months; at South Division and Northwest Division the age at entering was fifteen years and one month, and at graduation eighteen years and eleven months; at the John Marshall pupils entered at fifteen years and four months and graduated at nineteen years and two months; at the Jefferson, and West Division the average at entering was fifteen years and five months, and at graduation nineteen years and three months. The pupils entered the English High and Manual Training School at fifteen years and one month, and graduated in the three years' course at seventeen years and eleven months.

The youngest pupil who graduated was Miss Emily Evalina Burke, of the South Chicago High School, who at graduation was but eleven months

older than the average age of the entire number when they entered four years before.

PER CENT OF GRADUATES.

The per cent of graduates each year as compared with those of previous years, and the ratio of graduates in each class to the number entering the class four years previous, are items of interest to all those who are studying the progress of secondary education. These statistics furthermore show that there is an increasing interest in high schools, and that parents are constantly putting forth efforts and making sacrifices in an increasing degree in order that they may at least leave to their children the bequest of a good education. In June, 1895, 794 graduated; in June, 1896, 888; in June, 1897, 1,014, and in June, 1898, 1,172. Twelve per cent more graduated in 1896 than in 1895; 14 per cent more in 1897 than in 1896, and 15 per cent more in 1898 than in 1897.

In September, 1894, there were 3,352 pupils in the first year class; in June, 1898, four years later, 1,172, or 38 per cent, graduated.

In June, 1895, 34 per cent of the class, entering four years before, graduated; in June, 1896, 36 per cent; in June, 1897, 42 per cent; and this year of those who entered September, 1894, 38 per cent remained to graduate.

The graduating class consists of 332 boys and 840 girls, or a little over 28 per cent boys, a gain of 1 per cent over last year, and 72 per cent girls. The two schools graduating the largest per cent of boys are the Lake View and the Calumet—the former 35 and the latter 50 per cent. Jefferson graduates 30 per cent boys; South Division 28 per cent, the exact average, while all the rest fall below the average. Englewood, 25 per cent; Northwest Division and Hyde Park, 23 per cent; Medill and South Chicago, 20 per cent; North Division, 18 per cent; West Division 17 per cent, while the Lake High and the John Marshall High graduate but 15 per cent boys. The Calumet High has graduated the largest per cent of boys and the John Marshall the smallest per cent for two successive years.

TO ENTER COLLEGE.

In the graduating class of 1896, 21 per cent expressed the purpose of going to college. Last year 243, or 24 per cent, signified the same intention. In the present graduating class, 297, or 25 per cent, propose for themselve a college education. As a token of the different colleges which

are the choice of the graduates, and as a proof that there is no college monopoly and no undue influence to prejudice pupils, among the fifty-nine of the graduating class of Hyde Park, there were eighteen different colleges represented in the choice of the pupils; of the thirty-one at the West Division, eleven colleges; of the thirty-three at Lake View, ten colleges. and of the thirty-eight at Englewood, fourteen colleges.

As Calumet and Lake View lead in the ratio of boys in the graduating class, they also lead in the per cent of those who signify a purpose to enter upon a college education. Calumet has 39 per cent, and Lake View and Englewood each 35 per cent. This has been the ratio of Lake View for over twenty years. The English High and Manual Training has 32 per cent, and Hyde Park 31 per cent; South Chicago, Jefferson, Medill and the Northwest Division each 23 per cent, a gain of nearly 18 per cent for the latter school; the West Division has 22 per cent; John Marshall 19 per cent; South Division 18 per cent; and the North Division and Lake each 15 per cent.

There is an increasing interest in higher education in nearly all of our high schools, and as the colleges harmonize their requirements with the courses of study in the secondary schools, larger numbers will acquire a college education, and the secondary schools will do better work.

TEACHERS.

Five hundred and forty-six, or 43 per cent, of the present graduating class hope to teach in our common schools. The present rules require one year of normal training, and when this is increased to two, or two years of college work substituted, as equally valuable, and the examination of candidates shall be made consistent with the preparation secured, we shall have better trained teachers in all our schools, and far richer results will be obtained.

Of those who expect neither to teach nor to enter college, many will attend the Art Institute or study music; a few will enter a business college, some will travel, and others will enter at once upon a business career. With few exceptions, all have formed some definite plans of labor and usefulness.

PER CENT OF ATTENDANCE.

It is not only interesting to note how many of those who enter the

high schools graduate at the end of four years, but also how many of those who receive their diplomas at the end of the eighth grade also graduate from the high schools. In Jnne, 1893, there were but 4,046 who graduated from the grammar schools, while this June there were 7,277. In June, 1894, 4,982 graduated from the grammar schools, and of this class 1,172, or 24 per cent, received their high school diplomas in June.

In the last four years there has been a variation of but 1 per cent in the ratio of graduates from the grammar schools and those from the high schools, four years later. In 1895 and 1896 it was 23 per cent; in 1897, 25 per cent, and in 1898, 24 per cent.

Fifty-nine per cent of the graduates from the grammar schools of last June entered the high schools in September last. This is a loss of about 5 per cent. For several years we have received into the high schools in September about 64 per cent of the graduates of the previous June from the grammar schools. This loss is largely explained by the crowded condition of our high schools, and the abnormal size of the classes. Many parents, who are able, prefer the private schools, where classes are small, to the high schools where individual work at present is well nigh impossible, although not only desirable but really necessary.

PER CENT OF LOSS OF PUPILS DURING THE YEAR.

Of the 3,852 pupils who entered the first year class in September, 3,030, or 79 per cent, remained throughout the year—a loss of 1 per cent over last year. The first year pupils diminished 21 per cent.

In all the high schools at the end of September there were 9,064 pupils, and at the end of June 7,523, or 83 per cent, of the number entering at the beginning of the year.

Loss in all the schools for the year was 17 per cent. While the first year lost 21 per cent and the second year lost 19 per cent, the third year lost but 12 per cent, and the fourth year 8 per cent.

Of the separate schools the South Chicago lost the larger ratio, or 22 per cent, of its pupils, which is 8 per cent more than last year. The Northwest Division lost 21 per cent, 1 per cent more than last year. The North Division, the South Division, and the Englewood each lost 20 per cent, which is 3 per cent more for the last two and 5 per cent more for the North Division than last year. The Lake View and the John Marshall each lost

17 per cent, the exact average of all the schools, which is 1 per cent more for the Lake View and 1 per cent less for the John Marshall than the previous year. The Hyde Park lost 16 per cent, one less than last year. The English High and Manual Training and the Lake each lost 15 per cent, same as last year. The West Division lost 14 per cent and the Calumet 13 per cent, 1 per cent more for the West Division and 1 per cent less for the Calumet than last year. The Joseph Medill lost but 9 per cent, which is a gain of 11 per cent in two years. The Jefferson, as usual, lost the least, only 3 per cent. Five schools lost more than the average, seven schools lost less, and two the same as the average.

RATIO OF BOYS.

I discussed this question in the last annual report, and cannot refrain from referring to it again. There ought to be no good reason why 70 per cent of our high school pupils should be girls and but 30 per cent boys. No doubt the facts are that boys at fifteen years of age have an all-consuming desire to earn money, to get on in the world. Often this may seem a necessity, and parents encourage and sometimes require it. Boys at this age are more restless than girls, and the latter are more easily persuaded to study, and we fear more earnestly encouraged to secure a high school education, as at the end, with one year added, they may teach, while the boys must in a majority of cases have a college diploma before entering the teaching profession.

These are not right conditions, and there is great need for schools to attract and hold the boys. Chicago should have three manual training high schools, each with four hundred boys, and I am convinced the twelve hundred would attend, if these schools were located each on one of the three sides of the city.

Philadelphia is just opening a commercial high school, with a full four years' course of study. Chicago should have one. The end will not be met by establishing so-called business courses in our academic high schools, but there should be a separate school, well located, thoroughly equipped, where commercial geography, industrial chemistry, history of transportation, economics, modern languages and other kindred studies may be pursued.

Such schools are sure to come, and what should prevent Chicago from being among the first ?

HIGH SCHOOL ASSOCIATION.

Through the courtesy of Mr. F. L. Morse, Secretary, I present the following report of the Chicago High School Association, for the present year:

Every true teacher has need of constant recurrence to the high ideals of his profession. He must keep in touch with the thought of his time. His own ideas and experiences must be moulded and modified by the experiences of others who are seeking to solve the same problems. The High School Association seeks to meet these needs and has succeeded in large measure. Its meetings have been helpful and inspiring. Its membership has increased until it includes nearly every teacher in our secondary schools. At each of the regular meetings an enjoyable musical programme, under the direction of Supervisor Katzenberger, has been given by pupils from the high schools. The subjects and speakers of the general meetings were:

"The Social Function of Our Public Schools," by Prof. Graham Taylor, Chicago Commons.

"An Old Schoolmaster on the Divine Right of the Kings," by Rev. N. M. Waters, D. D., Evanston, Ill.

"The Libraries of Chicago and Their Use," by John Vance Cheney, Newberry Library; Frederick H. Hild, Chicago Public Library; Clement W. Andrews, John Crerar Library.

"The City of Washington," by Dr. Walter M. Fitch.

"Some Applications of Modern Studies in the Biological and Psychological Sciences to the Work of the Secondary Schools," by Prof. M. V. O'Shea, University of Wisconsin.

Over forty departmental meetings were held. Naturally the subjects discussed at these meetings had special reference to the direct work of teaching. The departments were privileged to secure as speakers many of the faculties of our neighboring universities, colleges and technical schools. Many of their own members read papers, while nearly all took active part in the discussions. These meetings continue to be of great interest and value.

The association has taken a prominent part in the numerous conferences of colleges and secondary schools which have been held in this city. At these conferences, its members have served as officers, have read papers, and have acted upon the various committees. While such a cordial relationship exists, it cannot be justly claimed that our higher schools of learning dictate the policy and the curriculum of the secondary schools. Rather, both are mutually dependent and both are mutually helpful.

CONCLUSION.

I desire to return my thanks to you, as Superintendent of Schools, for your uniform courtesy, kindness and confidence. To acknowledge my constant indebtedness to the Board of Education for their generous support of all measures looking toward the greater proficiency of the high schools, and to renew my gratitude to the principals and teachers for their loyalty, fidelity and earnest endeavor to carry out all important suggestions.

Respectfully submitted,

(Signed) A. F. NIGHTINGALE,

Asst. Supt. in Charge of the High Schools.

REPORT OF SUPERVISOR OF MUSIC IN HIGH SCHOOLS.

Mr. Albert G. Lane, Supt. of Schools:

DEAR SIR—The musical work of the high schools during the past school year can be regarded progressive and successful by reason of the following general and special achievements:

1. The pedagogic value of its correlation, its disciplinary power, its soothing qualities, its elevating force of æsthetics and good morals have shown excellent educational results.

2. That the indifference formerly manifested to this fair daughter of mother art by our students, and the half-heartedness and lukewarmness with which they entered their music lesson, have vanished and universal love for music has come to stay, is certified by the unanimous participation in the instructions by all pupils.

3. Teachers feel the wholesome results of the musical exercises during the week.

4. Principals fully recognize music as an unparalled disciplinary means, and the fountain of real pleasure and recreation among the other studies in the school room.

5. This universal love for music, as manifested by teachers and pupils, has resulted in the organization of musical societies, glee clubs, quartetts, etc., in the different high schools. Their meetings are held after school. Instruction is given them free of charge. These musical clubs have been

of the greatest good to the schools and school entertainments; for arousing musical inclination and ambition; for the promotion of friendship among pupils.

6. The High School Orchestra, which I organized several years ago, numbers about one hundred members and is doing excellent work toward the elevation of taste, and the intelligent instruction of the works of old and new masters.

The ensemble playing creates good timists, and teaches proper shading and phrasing. The instructions are also given gratis. Its services are for school purposes only, and great mutual benefits are thus produced.

These general results are mainly due to the following points of method:

(1) The pursuance of a uniform system, as agreed upon by the supervisors of the different departments of music, has greatly enhanced unification of the work.

(2) A better development of the rhythmical sense is shown by uniformity in time treating on the part of the teachers and the pupils of the advanced elementary grades during their time exercises, and in such cases where other means of establishing time fail.

(3) The habit of nasaling in song and speech has been diminished by proper vocalizations.

(4) Physical development of the lungs and respiratory organs has been cared for by rational breathing exercises.

(5) The use of letter or pitch-names in scale exercises leads to a better comprehension of tone relation, better sight reading, and absolute pitch.

In connection with this point I have made a careful investigation to ascertain how many pupils are taking private musical instructions, and find that over one-third take instrumental lessons at the different conservatories and of the many private teachers in the city.

The "Movable Do" practice does interfere with the absolute position of the tone on the staff and in the pupil's mind, with the correct naming of keys, intervals, or staff degrees. It seems therefore at least reasonable not to confine our teaching exclusively to the "Movable Do" system, but also use the regular pitch names for scale and interval practice for the benefit of these instrumental students. The use of numbers and pitch names has advanced sight reading and absolute pitch in the first and second year classes admirably. The upper two grades of the last two years and the

entering class have been laboring too much under the abstract influence of exclusive syllable practice and are therefore not very good individual sight readers, especially as the "time" study has been far behind the study of "tune." The united efforts of the supervisors, however, will bring about the long sought for results—the turning out of a good sight reader in every pupil of the high schools.

Our children are intelligent and ninety per cent of them have a musical ear. I have found them eager to inform themselves about everything relating to music. I have found them also to be easily accessible to absolute pitch. Time and absolute pitch are the two great factors in music, of which we are badly in need in this country. And there is no reason why our pupils should not attain those faculties as well and even better than pupils of other countries.

A great many of our grade teachers deem tone, or music-thinking in the sense of absolute pitch, utterly impossible. (Their attention is directed to the slide trombone and French horn players who have to imagine their tone first before producing it.) I have tried the experiment successfully, and over one-half of each of my classes are able to sing one or two-lined "C" without the aid of the pitch-pipe or piano, and from there find any tone within the compass of their voices by their knowledge of tune relation.

(6) The introduction of musical writing-books has established musical penmanship and a more thorough study of the elements in music. It is furthermore an indispensable book for dictation and sketch work.

(7) The 1,500 pamphlets of supplementary music, purchased by the Board of Education for the use of second year pupils, have done good service, but are insufficient in number.

(8) More attention has been paid to the use of voice and registers, proper breathing, phrasing and shading.

Biographies of the masters, and short sketches of musical history have broadened the general accomplishments of our high school students.

In conclusion I may say that the retrenchment applied to the Musical Department within the last two years has caused consolidation of classes, some numbering nearly three hundred, which in one way enhances the choral effects, but on the other hand, deprives pupils of individual work and recitations.

Pupils entering the Normal School must be able to read music indi-

vidually. They are helpless before a class if not sufficiently experienced. The mission of the Normal School is to teach how to impart knowledge and not to equip with elementary knowledge. The classes should therefore not be over one hundred in number, and *fourth year students should be separated from junior classes.* In most of the schools these two classes have been singing together. For the next school year this matter has been satisfactorily arranged with the principals of the different schools, and the best results are expected for the graduates of 1899.

Trusting that this last part may be considered for the good of the work, I have the honor to submit this brief report.

Yours respectfully,

GABRIEL KATZENBERGER,
Supervisor of Music in the High Schools.

REPORT OF THE SUPERVISOR OF MODERN LANGUAGES.

Mr. Albert G. Lane, Superintendent of Schools:

DEAR SIR—The annual reports of the past few years deal at length with all questions touching the subject of the instruction in German in both elementary and high schools, and contain the views of prominent educators, as well as my own, upon this matter. For this reason it is deemed advisable to confine the present report to a simple statement of the condition of the German instruction in the public schools during the school year 1897–98. During the past year German was taught in the four upper (grammar) grades of the elementary schools and in the high schools. The average number of pupils studying German was 31,305. The total enrollment in German classes, high school classes included, was 38,770, of which number 18,025 are of German parentage, 10,862 of Anglo-American, and 9,883 belong to other nationalities, the total number showing an increase of 4,966 over the membership in the preceding year. The corps of special teachers of German employed in the elementary schools consisted of 195 instructors, the average number of pupils to each being 186. A large per cent of this body of teachers taught in two different schools, an arrangement that economy necessitates.

The membership of pupils studying French in the high schools was

1,672; those who studied German in the high schools numbered 2,391. The number of French theachers was 15, of German teachers 21.

Respectfully submitted,

G. A. ZIMMERMANN,
Supervisor Modern Languages.

REPORT OF THE SUPERVISOR OF PHYSICAL CULTURE.

Mr. Albert G. Lane, Superintendent of Schools:

DEAR SIR—School gymnastics consist of three well marked departments: First, calisthenics and tactics; secondly, heavy gymnastics; and thirdly, recreative gymnastics. The first of these departments, calisthenics with and without apparatus, has been carried out since physical culture was introduced into our schools in January, 1886.

With the exception of some of our high schools, no attention was paid to the other departments. The halls in our schools were not equipped with apparatus on which exercises could be practiced. Neither was time spent nor space allowed in class rooms for gymnastic games.

The latter were introduced successfully into the lower grades during the last year.

The Franklin School was the first grammar school in which a well equipped gymnasium was erected, and in the assembly hall of the Goethe School a few appliances for heavy gymnastics were placed. But a remarkable step for the advancement of physical training was made at the beginning of the previous school year. A gymnastic climbing frame containing adjustable ladders, climbing poles, a horizontal bar and swinging rings was placed in the Ellen Mitchell School, where institutes of the Second District were held during the last vacation week. The apparatus and the exercises attracted the attention of principals and teachers to such an extent that applications for gymnastic climbing frames were made soon after the beginning of the school term, by numerous principals.

The first frame was erected in the Schiller School, and since then more than twenty schools have been equipped with that kind of apparatus, and a contract has been made by the Board of Education to furnish forty-two schools during the vacation weeks.

The apparatus for each school consists of from 12 to 20 climbing poles, 4 adjustable ladders, 4 pairs of swinging rings, 4 swinging boards, 2 or 4 horizontal bars, and 4 balance boards.

The exercises for the above apparatus have been prepared, and instructions for their use have been given to the class teachers by the supervisor of physical culture. The work of pupils and teachers was very satisfactory.

Respectfully submitted,

(Signed) HENRY SUDER,
Supervisor Physical Culture.

REPORT OF THE SUPERVISOR OF DRAWING.

Mr. A. G. Lane, Superintendent of Schools:

DEAR SIR—Our conception of the teaching of drawing is undergoing a renaissance in the interests of both child and teacher. Education for a democracy demands methods of instruction that shall permit the expression, not the repression, of the child self. We are seeking for an expression more correspondent to the child's social and physiologic needs, and which shall at the same time possess for the grade teacher a culture value.

It is not the acquisition of technique, or information, or even an acquaintance with art that we are working for, but for a larger, freer, richer, a more human life for both child and teacher.

Education is recognizing a pedagogy of the interests and impulses; to this pedagogy we are seeking to conform. The eyesight of the child is that of primitive man—he sees impressions, not facts; he sees wholes, not details; and, finally, he is inclined to farsightedness; he sees things in the distance better than near at hand. As he sees so he feels, and so should he express himself; this is why we have reduced upon outline drawing, especially in the lower grades, because it is inadequate to express the child's feeling and seeing. Linear representation is too abstract to possess in itself an interest. For the same reason analysis of details prescriptive directions by the teacher, and the drawing of parts isolated from their uses, or the study of a single object unrelated to other objects, has but little value in the grades.

The child's world is a world of relationships, full of dramatic movement and of life; to meet this need the instructor aims to present nothing by itself or for itself, but rather are we striving to use the drawing as a medium for fixing and enriching the content that is most vital in the nature study, the geography, the history, and the literature.

The results speak for themselves. Teachers who utilize the picture and the drawing for aids in spelling, geography and reading get over infinitely more ground with greater ease and better results.

But it must be kept in mind that the child needs a circle of subjects as well as a variety of mediums; the child is capable only of assimilating a certain quantity, very largely dependent on his temperament and previous development; then he wearies, and the hope of the instruction lies not in drill or repetition, or going over and over to try for more accuracy, but in complete change of topic and medium.

Education is crying aloud for a co-ordination between the intellectual and the sympathetic natures of the child; but mere external correlating—a correlation of form, but not of thought—is time wasted; it does not touch the soul of things. Normal healthy children always personify; the universe, both the subjective and objective, teems with life for them; everything in earth and air, in sky and sea can talk and answer back, can and does respond. From this *en rapport* condition between the child and his world is born his creativity, his originality and productive genius. It is the absence of this sympathetic that constitutes materialism and makes the life of the adult hard, rigid, unproductive and miserable. It is the presence of this kingdom in child or man that constitutes a spiritual kingdom of imagination and delight.

Picture-drawing, like poetry, lays hold of the heart of the story; into this the child breathes himself, so that what is correlated is not a correlation of mere form—of externality—but of the thought and spirit, of the soul behind the form.

Any correlation that does not express the individual child is worthless; expression exists from growth, and growth is the promotion of individualism.

A picture, like the story, is a series of wholes existing in mutual dependence and relationship, united by a common movement; hence picture drawing in masses of color and of light and dark is with us the center of

instruction; it is the method of expression closest to the interests of the child, and is also the most educative for the teachers. The relation of drawing to the manual training becomes more important each year; a closer adjustment is needed. It is through the drawing and constructive work that the manual training must ultimately relate itself to the other school work, and if it is to remain a permanent feature of the instruction it must do this; the time is past when any study can be run isolatedly for its own sake in the elementary schools. Sometime in the near future the manual training will accept more fully the educational point of view, which makes the growth of the child through the free expression of himself the aim of the instruction instead of merely learning the use of tools and producing a finished object.

As the manual training department awakens to a larger appreciation of the art and educational needs of the child, the drawing department will be enabled to co-operate more and more on the constructive side.

Besides, the whole question of ornament and original design is asking for admission; it is asking, as all the instruction is asking, that we work out the question, not along traditional mechanical lines, but in individual ways suited to the conditions of the schools and the needs of the children; all work in ornamental and original design naturally arises through construction in clay and wood, and not by the making of drawings on paper. The drawing department only dropped the teaching of design because of its abstract character and because there was no constructive material through which we could realize it.

All these forms of drawing and manual training are taught in the schools of Europe by specialists, but separately, and from a utilitarian point of view. We must not repeat European mistakes. The English schools are making heroic but vain efforts to bring about a better state of things. They are realizing that all specialization in the elementary schools is usually at the sacrifice of the general intelligence of the whole child, and of the sympathetic relations which should exist between him and the teacher.

We must not forget that the introduction of class specialists tends to shut off the rank and file, the mass of the grade teachers, from the growth and larger life that comes through acquaintance with the so-called special studies—the studies that obliterate caste distinction. Education for a democracy protests against fast and rigid lines either in the setting apart

of one subject from another, or in the exalting of one teacher, as possessed of special gifts, over another. All separation is of feudalism and unworthy of the people's schools, where all culture must be held as the common property of all, and an open opportunity for all, limited only by the genius and energy of the individual.

Because the whole tendency of modern conditions is to subordinate man to machinery, school instruction is taking more care of the child's instincts and ideals; civilization demands an extension not a shortening of the period of childhood. The training that fits for the machine dwarfs the man. In a democracy labor should exist free, "neither in intellectual, economic, or moral subjection." It is a recognition of this fact that is modifying our estimate of book learning, and that is urging education to first put the child in possession of his own powers and faculties through hand work, for only by the energetic use of these powers can he rise out of the grip of the machine.

It follows that any method of teaching that tends to make the child supine to his circumstances and which would discipline him arbitrarily from without, instead of naturally from within, must be guarded against as fatal to him.

This is why the introduction of the play impulse and the utilization of the art instinct in all the subjects of instruction is vital for it means the nourishment and development of the child's natural impulses, his spontaneous activity, the only weapon with which he can hope to transcend his environment, triumph over the machine and make life worth living for himself.

It is for this we are struggling, and this is to be the supreme value of the drawing, that it encourages the child to find joy in his work, that it affords him a means for self-expression, a free vehicle through which he can pour himself and discover his possibilities. We aim to revive not the form but the spirit of the great flowering periods of the past when life realized itself through art, when the workmanship of the people expressed their hopes and ideals.

The work has grown immensely during the past year. Nearly one-half of the first grades are doing, informally, story telling with the scissors, colored chalk, or charcoal, either in connection with their reading or for busy work.

The instruction has deepened in quality, and while it has taxed the special teachers to their utmost, at the same time the children have gained in rapid work. Each year they show an appreciation for a larger content, for a more complete thought. Especially is this true of the illustrations in geography.

After an intermission of three years the W. K. Sullivan prize has been awarded as follows: First prize, Yale School; second prize, Chicago Lawn School; third prize, Avondale School. The drawings submitted showed a strong growth in individualism and a good feeling for color.

The Thomas Cusack medal has been awarded regularly each year—last year it went to the Goodrich School, but this year the Clarke School has again won the coveted recognition.

Our annual exhibitions at the Art Institute have given the citizens an opportunity to become better acquainted with the work of the schools, while they also have proved a great inspiration to teachers and children.

In conclusion, I am sure that the work as a whole is along the right lines. My grateful thanks are due, not only to my assistants for their generous giving of themselves, but to the rank and file, the grade teachers, whose ever ready response and co-operation have made the work of supervision both a privilege and a pleasure.

Very respectfully,

JOSEPHINE C. LOCKE,
Supervisor Drawing, Grammar Grades.

NORMAL SCHOOL.

The total enrollment in the Normal School for the year was 440, of which 399 belonged to Chicago, and 41 to the county outside of Chicago. There were 379 graduates, of whom 347 were from Chicago and 32 from Cook County.

The Normal Practice School, which is maintained in connection with the school for the training of teachers, had an enrollment of 497 pupils. The total expenditure for both schools was $64,107.38. The buildings are wholly inadequate

to properly accommodate the schools. The Board has commenced the construction of a twenty-room building, with an assembly hall, on the southeast part of the twenty-acre tract of land belonging to the city.

The proper training and preparation of four hundred or more young people annually for the work of teaching demand the most skillful instructors, the most cultured minds, the noblest men and women that can be secured. Excellent apparatus, a full library, manual training rooms, kindergarten rooms, laboratories, a gymnasium, a museum, a printing room, are all essential appointments for a complete normal school building.

During the school life of a child, covering eight years in the elementary schools, there will probably be graduated three thousand teachers, who will subsequently train the youth of Chicago. These teachers will mould the minds and characters of 125,000 children. The interests involved are so great that the Normal School and its work must be superior to all other schools, and every effort must be made to make the training given there practical, comprehensive, effective. The examination for admission, which tests scholarship only, must not insure graduation. There must be the most careful study of the habits, characteristics, mental acquirements, disciplinary power, and teaching ability of each person. No one should be graduated who has not demonstrated, in some practice school, a power to teach.

All graduates of the school are required to "cadet" for four months, in some school to which they are assigned, before

they can receive appointments. In these schools the "cadets" have an opportunity of observing the methods of teaching, the details of school management, and to put in practice the theories learned at the Normal School.

The graduates of the class of 1897, numbering three hundred and seventy-five, have demonstrated the great value of the training which they received at the Normal School, by their success. They have endeavored to work upon the following theory, as expressed by Col. Parker:

The child in the primary school room is brought in contact with the elementary ideas underlying all truth. First through direct observation and subsequently by reading. All channels of expression, spontaneously or instinctively used, are developed and new avenues of thought expression are opened just as soon as the physical organs of expression become strong enough for the required action. The senses are cultivated by the reception of observed truths; thought power is enhanced by truth that comes into the mind through symbols. Every organ of expression is not only developed in the effort to express thought, but the thought itself receives new energies by the effort to express it.

The mind acts upon the objects of thought presented and when an intense conscious activity is aroused, words (symbols) are presented and the process of reading is readily acquired.

By giving thought, the arts of expression, writing, making, modeling, drawing, painting, etc., are acquired. By the study of forms of life, real and conventional, geometry is begun; by measuring, weighing, uniting and separating objects of thought, the first steps in arithmetic are naturally taken.

Thus these so-called branches of study which take up so much time and toil, are made necessary, auxiliary, accidental, and helpful in the study of the true objects of thought. Following the principles thus outlined, the pupils in the primary schools begin to study botany, zoology, geography, in fact all of the natural sciences. They also begin history

and literature. As has been intimated, reading, observation, the processes of thinking, number and form essential factors of thinking, modes of expression, the highest incentives to thinking, are begun and continue as auxiliaries to the main purpose of mind development. The plan is to begin and continue the study of life in all its departments, throughout the entire course of twelve years, adapting conditions of knowledge to the steps in growth, enhancing thought powers, developing steadily the processes and factors of thought and making the modes of expression stronger and stronger.

THE SCHOOL HOUSE AN EDUCATIONAL CENTER FOR THE PEOPLE.

Rev. William H. Ryder, who was once an efficient member of the Board of Education, and was for many years in charge of the First Universalist Church of Chicago, provided in his will that ten thousand dollars be placed in the hands of trustees to be invested, and that the annual income be used "in procuring and causing to be delivered in the City of Chicago, annually, free lectures in aid of the moral and social welfare of the citizens of Chicago."

The Mayor, the Superintendent of Schools of the City of Chicago, the pastors of the First Universalist, First Presbyterian and First Congregational Churches of the City of Chicago are constituted a Board of Trustees to carry out the provisions of the will.

After discussing many plans for carrying out the requirements of Dr. Ryder's bequest, the suggestion of the Superintendent of Schools was adopted; that courses of lectures given in the assembly halls of the school buildings in different parts

of Chicago would reach the largest number of people; would be given to a class of people who would appreciate them and who would be greatly benefitted thereby; also that the inauguration of this plan of public free lectures for the people would lead to an extension of the work and its support by individuals or by organizations.

During the winter of 1896–7, thirty-eight lectures in five buildings were given by the trustees of the Wm. H. Ryder Fund, and the Hull House co-operated in this movement by providing twelve lectures in one school house. An average of over three thousand people attended the lectures.

For the season of 1897–8 courses of lectures were given in twenty-five school houses, under the general direction of the Board of Education, which furnished the school houses, lighted, heated, and also the janitor service. In every building where lectures were given, the principal of the school heartily co-operated, attended to the proper distribution of the tickets and took charge of all local arrangements.

Dr. Wm. R. Harper, Thomas Brenan, George E. Adams and Superintendent Albert G. Lane were appointed a Special Committee on Free Lectures by the Board of Education. The following rules were adopted:

1. Lectures shall not be offered upon theology and similar subjects.

2. While not refusing single lectures, it is the sense of the Committee that courses of lectures consisting of a series of lectures relating to the same subject by the same man, or groups of lectures by different men, are on the whole prefer-

able to single lectures, with no logical relation one to another, by different men.

3. Lectures should be given first of all in those districts in the city which, owing to their general economic character, are least able to afford to provide for their own lectures.

4. Lectures should be given only in buildings in which the principals of the schools or some satisfactory local committees of approved character are willing to assume all responsibility for local arrangements, for the distribution of announcements, tickets, preservation of order, etc.

5. Only such persons are to be permitted to lecture in the school building under this system as are officially recommended by a reputable institution of learning, such as a college or university, a museum, an academy of science, an institution of art, etc.

6. It is the sense of the Committee that a number of lecture courses ought to be given in a single building to be favorably located and adequately equipped rather than that the lectures should be scattered about through too large a number of centers.

7. Without definitely assigning the different school buildings to different authorities who are willing to co-operate with the School Board, it is the sense of the Committee that in case a reputable institution is willing to give two or more lecture courses of at least six lectures each, it may have the preference in arranging the courses in conection with particular school buildings set apart for that purpose.

8. In exceptional cases the Superintendent is authorized to extend permission to school principal to hold such courses of lectures in cases where it does not seem feasible to wait for a meeting of the Committee; provided these rules be observed in granting such permission.

9. The School Board cannot undertake to pay any other expenses in connection with these courses than the furnishing of school buildings, and the general supervision of the meetings.

The Trustees of the William H. Ryder Fund provided twenty-four lectures, as follows:

At the Douglas School, Thirty-second Street and Forest Avenue:

February 4—"City of Washington," by Dr. Walter M. Fitch.
February 11—"Oriental Civilization," by Dr. S. S. Hebberd.
February 18—"Roman Civilization," by Dr. S. S. Hebberd.
February 25—"The Middle Ages," by Dr. S. S. Hebberd.
March 4—"The Modern Era," by Dr. S. S. Hebberd.
March 11—"Art and Morals Since the Reformation," by Dr. S. S. Hebberd.
March 18—"Modern Industry and its Future," by Dr. S. S. Hebberd.
April 5—"In Old New England," by Prof, J. J. Lewis.
Average attendance, 125.

At the Franklin School, Goethe Street, near Wells Street:

January 27—"City of Washington," by Dr. Walter M. Fitch.
February 3—"Analysis of a Town," by Dr. Charles R. Henderson.
February 10—"The Houses of Our Town," by Dr. Charles R. Henderson.
February 17—"The Industries of Our Town," by Dr. Charles R. Henderson.
February 24—"Institutions of Culture," by Dr. Charles R. Henderson.
March 3—"Institutions of Charity and Correction," by Dr. Charles R. Henderson.
March 10—"Institutions of Ideals—Regulation and Co-operation," by Dr. Charles R. Henderson.
April 6—"In Old New England," by Prof. J. J. Lewis.
Average attendance, 220.

At the Northwest Division High School, Davis Street and Potomac Avenue:

February 4—"Benjamin Franklin," by Prof. Edwin E. Sparks.
February 11—"City of Washington," by Dr. Walter M. Fitch.
February 18—"Samuel Adams" by Prof. Edwin E. Sparks.
March 4—"Thomas Jefferson," by Prof. Edwin E. Sparks.
March 18—"Robert Morris," by Prof. Edwin E. Sparks.
April 1—"Alexander Hamilton," by Prof. Edwin E Sparks.

April 15—"George Washington," by Prof. Edwin E. Sparks.

April 8—"In Old New England," by Prof. J. J. Lewis.

Average attendance, 1,337.

The University of Chicago, through the efforts of Dr. Wm. R. Harper, provided eighty-two lectures, as follows:

Perkins Bass School—Sixty-fifth and May Streets:

"Nation-Making in the Nineteenth Century," by Assistant Professor George E. Fellows.

November 12—"The Political and Social Situation in Europe at the Close of the Wars Against Napoleon."

November 19—"The Restored Bourbon Monarchy in France Overturned by the Revolution of July, 1830."

November 26—"The Revolutionary Waves Overspreading Europe, Between 1820 and 1848."

December 3—"How the Career of Napoleon III Affected France and Other European Nations."

December 10—"How the Germany of Today was Created."

December 17—"The Great International Questions of the Present Century."

Average attendance, 450.

"Six American Political Leaders" (illustrated), by Assistant Professor Francis W. Shepardson.

January 20—"George Washington and the Making of America."

January 27—"Alexander Hamilton and American Nationality."

February 4—"Thomas Jefferson and American Democracy."

February 11—"John Quincy Adams and American Diplomacy."

February 18—"The Reoccupation of Oregon."

February 25—"Abraham Lincoln and Emancipation."

Average attendance, 450.

Goethe School—Rockwell Street, near Fullerton Avenue:

"Nation-Making in the Nineteenth Century," by Assistant Professor George E. Fallows.

Lectures, one-fourth (inclusive) of course, described above in Perkins Bass School. Course one—November 29 to December 26.

Average attendance, 86.

George William Curtis School—Stanwood Avenue and State Street:

"Nation-Making in the Nineteenth Century," by Assistant Professor George E. Fellows.

Six lectures (illustrated)—November 23 to December 28.

Average attendance, 300.

Franklin School—Goethe Street, near Wells Street:

"Nation-Making in the Nineteenth Century," by Assistant Professor George E. Fellows.

Six lectures—December 4,'11, 18, January 8, 15, 22.

Average attendance, 125.

Andersen School—Lincoln and Division Streets:

"The North American Indians," by Dr. Merton L. Miller.

November 29—"The Mound Builders."

December 6—"The Tribes of the Northwest Coast."

December 13—"The Pueblo Indians."

December 20—"The Aztecs."

Average attendance, 250.

Seward School—Forty-sixth and Page Streets:

December 6—"John Greenleaf Whittier," by Assistant Professor Henry W. Rolfe.

December 13—"The Lake Region as Illustrative of Wordsworth's Poetry," (illustrated), by Assistant Professor Myra Reynolds.

December 20—"Henry Wadsworth Longfellow," by Assistant Professor Henry W. Rolfe.

Average attendance, 90.

John Ericsson School—Harrison Street near Sacramento Avenue:

December 7—"Modern Popular Poetry," with readings from James Whitcomb Riley, by Associate Professor W. D. MacClintock.

December 14—"Shakespeare's Merchant of Venice," (an interpretative reading), by Assistant Professor S. H. Clark.

December 21—"Washington Irving," by Dr. F. C. Lockwood.

Average attendance, 220.

Medill School—Fourteenth Place and Throop Street:

"Debt of the Nineteenth Century to Rome," (illustrated) by Professor William H. Goodyear.

November 20—"Beginnings of Roman Culture: The Prehistoric and Gallic, the Etruscan and Greek Culture of Italy."

November 27—"The Roman Empire: The Culture of the Provinces."
December 4—"Picturesque and Panoramic Rome."
December 11—"Picturesque and Panoramic Rome," continued.
December 18—"Ruins and Relics of Pompeii."
Average attendance, 125.

Adams School—Townsend Street, near Chicago Avenue:
"Roman Private Life," by Assistant Professor C. H. Moore.
February 25—"The Roman House."
March 4—"The Daily Life of the Roman."
March 11—"Pompeii."
March 18—"Michael Angelo," by Professor Franklin Johnson.
March 25—"Venice," by Assistant Professor George C. Howland.
April 1—"Paris," by Assistant Professor George C. Howland.
Average attendance, 300.

Anderson School (second course):
"The French Revolution," by Ralph C. H. Catterall, Instructor in Modern History.
January 28—"Causes of the Revolution."
February 4—"Mirabeau."
February 11—"The Overthrow of the Monarchy."
February 18—"The Terror."
February 25—"The Commune."
March 4—"The Fall of Robespierre."
Average attendance, 400.

Bismarck School—Armitage and Central Park Avenues:
March 18—"The Sun and Planets," by Professor E. E. Barnard.
March 25—"The Stars and Comets," by Professor E. E. Barnard.
April 1—"The Aztecs and Mayas," by Dr. M. L. Miller.
April 8—"The Yellowstone National Park," by Prof. John M. Coulter.
April 15—"Plant Societies," by Prof. John M. Coulter.
Average attendance, 500.

George William Curtis School (Second Course):
"The North American Indians," by Dr. Merton L. Miller.
January 17—"The Mound Builders."
January 24—"The Tribes of the Northwest Coast."
January 31—"The Pueblo Indians."

February 7—"The Navajo and the Apache."

February 14—"The Aztecs of Mexico."

February 21—"The Mayas of Yucatan."

Average attendance, 275.

Goodrich School—Brown and Taylor Streets:

A Travel Course—

February 17—"Venice," by Asst. Prof. George C. Howland.

February 24—"A Trip Through Palestine," by Prof. Shailer Mathews.

March 3—"The Pyramids of Egypt," by Asst. Prof. James H. Breasted.

March 10—"A Jaunt Through Spain and Morocco," by Asst. Prof. George E. Vincent.

March 17—"Castles and Castle Life in the Middle Ages," by Prof. Shailer Mathews.

Average attendance, 228.

Hammond School—West Twenty-first Place and California Avenue:

February 18—"Charlemagne," by Dr. James W. Thompson.

February 25—"Alfred the Great," by Dr. James W. Thompson.

March 4—"William the Conqueror," by Dr. James W. Thompson.

March 11—"Joan of Arc," by Dr. James W. Thompson.

March 18—"Socrates, the Philosopher in Ancient Politics," by Asst. Prof. George H. Mead.

March 25—"John Locke, the Philosopher in Modern Politics," by Asst. Prof. George H. Mead.

Average attendance, 350.

Horace Mann School—Thirty-seventh Street and Portland Avenue:

March 4—"A Jaunt through Spain and Morocco," by Asst. Prof. George E. Vincent.

March 11—"The Pyramids of Egypt," by Asst. Prof. James H. Breasted.

March 18—"Along the Alaska Coast," by Asst. Prof. George E. Vincent.

March 25—"The Yellowstone National Park," by Mr. Walter A. Payne.

April 1—"Rome," by Mr. Frederick W. Shipley.

Average attendance, 480.

The Chicago Record secured the co-operation of the Northwestern University, Lake Forest University, Armour Institute and the Field Columbian Museum in the movement to furnish free lectures, and seventy lectures were delivered, of which thirty-eight were illustrated by the stereopticon. The Chicago Record paid all the expenses. The lecturers generously donated their services.

Lecturers from the Armour Institute delivered the following course of lectures at the Brighton School, Thirty-fifth and Lincoln Streets:

February 11—"What to Eat," by Prof. T. G. Allen.
February 18—"Sir John Millais and Holman Hunt," by Miss Carrie Wright.
February 25—"Education, Its Meaning and Scope," by Prof. L. C. Monin.
March 4—"A Study of Modern Russia," by Prof. A. Feldman.
March 11—"The Child's Education To-day," by Miss A. E. Bryan.
March 25—"Sensational Literature," by Rev. Duncan C. Milner.
April 1—"A Study of Robinson Crusoe," by Prof. T. C. Roney.

Lecturers from Lake Forest University delivered the following course of lectures at the Brentano School, Linden Avenue near Diversey Street:

February 11—"The Old German Empire," by Prof. Wm. L. Burnap.
February 18—"The Dualism in German History, or the Rivalry Between Austria and Prussia Within the Empire," by Prof. Wm. L. Burnap.
February 25—"Bismarck and the Founding of the German Empire," by Prof. Wm. L. Burnap.
March 4—"The Moon," by Prof. Malcolm McNeill.

March 11—"The Beginnings of English Literature," by Prof. Albert E. Jack.

March 18—"The Life and Ideas of Matthew Arnold," by Prof. Albert E. Jack.

March 25—"Comedy," by Prof. Albert E. Jack.

April 1—"A Good Look at a Silver Dollar as Viewed by a Coin Collector," by Dr. James G. K. McClure.

Lecturers from Northwestern University delivered the following course of lectures at the John Marshall and Lake View High Schools and at the Robert Morris School:

John Marshall School—Adams Street and Kedzie Avenue:

February 4—"Useful Bacteria," by Prof. C. B. Atwell.

February 11—"The Poetry of Alfred Tennyson," by Prof. Chas. W. Pearson.

February 18—"Lessing, Sudermann," by Prof. Geo. O. Curme.

February 25—"What is the Social Question," by Prof. William Caldwell.

March 4—"Huxley and Modern Thought," by Prof. Wm. A. Locy.

March 11—"Greek Religious Life," by Prof. Robert Baird.

March 18—"Effects of Alcohol on the Liver and Kidneys," by Dr. J. N. Danforth.

March 25—"A Trip Through Russia," by Prof. A. R. Crook.

Lake View High School—Ashland and Graceland Avenues:

February 4—"Three French Poets of the Nineteenth Century," by Prof. Edouard Baillot.

February 11—"School Girls and Their Food," by Dr. Eliza H. Root.

February 18—"James Russell Lowell," by Prof. James T. Hatfield.

February 25—"Law of Boycotts and Strikes," by Prof. John H. Wigmore.

March 4—"Physiology of Sleep," by Dr. L. L. Skelton.

March 11—"Alexander Hamilton and the Rise of Political Parties," by Prof. James A. James.

March 18—"Constitutional Limitations Upon Labor Legislation," by Prof. Blewett Lee.

March 25—"Schliemann and his Excavations," by Prof. John A. Scott.

Robert Morris School—Noble Avenue and Bissell Street:

February 4—"How to Use the Senses," by Professor Geo. A. Coe.

February 11—"Some Things the State has Done for the Workingman," by Professor J. H. Gray.

February 18—"Habits of Reading," by Professor J. Scott Clark.

February 25—"What the Nervous System is," by Dr. D. H. Brower.

March 4—"Our Foreign Relations," by Professor E. Burritt Smith.

March 11—"Descent of Property," by Professor Harvey B. Hurd.

March 18—"Commenius. Pestalozzi," by Dr. Herbert F. Fisk.

March 25—"Essentials of School Hygiene," by Dr. Sarah Hackett Stevenson.

Lecturers from the Field Columbian Museum delivered the following courses of lectures at the Chicago Normal, Marquette, Myra Bradwell and Graham Schools:

Chicago Normal School—Sixty-eighth Street and Stewart Avenue:

February 18—"Frederick the Great," by Chas. W. Seymour.

February 25—"The Man of Illinois," by J. Nick Perrin.

March 4—"Edible and Poisonous Mushrooms," by Dr. Chas. F. Millspaugh.

March 11—"The Beetles of Chicago and Vicinity," by Dr. Edward B. Shope.

March 18—"The Salmon of the Pacific Coast," by Dr. S. E. Meek.

March 25—"Travels in Brazil," by Dr. Chas. F. Millspaugh.

April 1—"A Trip to Popocatepetl and Ixtaccihautl," by Professor O. C. Farrington.

Marquette School—Wood and Harrison Streets:

Feb. 4—"The Salmon of the Pacific Coast," by Dr. S. E. Meek.

February 11—"A Trip to Popocatepetl and Ixtaccihautl," by Professor O. C. Farrington.

February 25—"The Silver Cities of Mexico," by Professor O. C. Farrington.

February 25—"The Beetles of Chicago and Vicinity," Dr. Edward B. Shope.

March 4—"Economic Geology of the Sea," by Professor H. W. Nichols.

March 11—"Gold Placer Mining," by Professor H. W. Nichols.

March 18—"Edible and Poisonous Mushrooms," by Dr. Chas. F. Millspaugh.

Myra Bradwell School—Duncan Avenue and Seventy-seventh Street:

February 4—"Sky Stones," by Professor O. C. Farrington.

February 11—"Travels in Brazil," by Dr. Chas. F. Millspaugh.

February 18—"The Beetles of Chicago and Vicinity," by Dr. Edward B. Shope.

February 25—"How Plants Travel," by Dr. Chas. F. Millspaugh.

March 4—"Among the Indians of the Northwest," by Dr. Geo. A. Dorsey.

March 11—"Physiology of Sleep," by Dr. L. L. Skelton.

March 25—"The Salmon of the Pacific Coast," by Dr. S. E. Meek.

April 1—"The Origin and Structural Uses of Clay," by Professor H. W. Nichols.

April 8—"Mining in the Middle Ages," by Professor H. W. Nichols.

Graham School—Forty-fifth Street and Union Avenue:

February 4—"Among the Indians of the Northwest," by Dr. George A. Dorsey.

February 11—"An Ancient Village of Peru," by Dr. Goerge A. Dorsey.

February 18—"Across and Around Lake Titicaca—the Home of the Incas," by Dr. George A. Dorsey.

February 25—"The Salmon of the Pacific Coast," by Dr. S. E. Meek.

March 4—"Sky Stones," by Prof. O. C. Farrington.

March 11—"The Silver Cities of Mexico," by Prof. O. C. Farrington.

March 18—"The Origin and Structural Use of Clay," by Prof. H. W. Nichols.

March 25—"Mining in the Middle Ages," by Prof. H. W. Nichols.

April 1—"How Plants Travel," by Dr. Charles F. Millspaugh.

April 8—"Travels in Brazil," by Dr. Charles F. Millspaugh.

Total attendance, 35,000; average attendance, 500; number lectures, illustrated by the stereopticon, 38.

The principal of the McCosh School arranged for the following lectures, a part of which were illustrated by stereopticon views:

McCosh School—Champlain Avenue and Sixty-sixth Street:

February 3—"Sex Equality," by J. Howard Moore.

February 11—"Confessions of a Socialist," by Dr. Bayard Holmes.

February 25—"One Hundred Years of American Progress," by Joseph W. Errant.

March 11—"A Study of Greek Life and Civilization," by Josephine C. Locke.

March 4—"Department Stores," by Clarence S. Darrow.

March 18—"Effects of Material Progress on the Formation of Character," by Stoughton Cooley.

April 8—"Egypt and the Nile Country," by Rev. Henry A. Todd.

April 22—"Travels Through Turkey, Syria and the Holy Land," by Rev. Henry A. Todd.

BENEFITS.

As an educational movement, this effort to develop among the parents of each school district an appreciation of their own needs, privileges and duties, has great significance. It is a movement primarily to instruct and benefit the people, to enrich their intellectual life and to develop right social relations. It will lead to a better knowledge of the work of the schools, to a closer co-operation of parents with the teachers in everything relating to the children, and to the extension of the educational system to the needs of communities, embracing the young and the old.

RECEPTION DAY FOR PARENTS.

Another movement to make the relations of the home and school closer, which has been inaugurated largely through the

beneficial results of kindergarten practices, is that of having "Parents' Meetings," at the school house, where the children perform their work, exhibit the products of their constructive exercises, sing songs, inculcating lessons of obedience, love, patience and patriotism. After the children are dismissed, suitable talks with the parents follow; discussions of topics relating to children, their care and training, are presented in a simple manner, and parents are led to participate in them. Under wise management these occasions can be made exceedingly valuable to the school and the home, to the parents and the children; and the teacher's effectiveness in instructing will be greatly enhanced by the better mental attitude of the children which is produced by the favorable home influences.

ENTERTAINMENTS AND CLOSING EXERCISES.

The Board departed from the custom which has governed the schools for many years prohibiting paid entertainments in them, and voted that not to exceed two entertainments could be given by any school during the year for the purpose of raising money for the benefit of the school. Many entertainments were given, and the money raised was expended in the purchase of additional supplementary reading, libraries, stereopticons and slides, pictures, statuary, and other things to beautify the school rooms. The objects sought are in every respect commendable and great good has been accomplished in beautifying the school rooms and making them so attractive that pride, pleasure and interest are aroused in the children

every time they enter them. The stereopticons have opened the way to illustrate by pictures many things in geography, history and science, that enrich those studies and make them intensely interesting to the children.

There is, however, great danger that entertainments may be given which are not educational, which do not in any way center the interests of parents and children in the school work, and ultimately they may do more harm than good. Every entertainment given in a school house should have a direct beneficial effect upon parents and pupils, in cultivating a love of literature, art, science or philosophy. They should be arranged so that the common people can appreciate them and be benefitted by them. They should always be educational and yet embrace attractive features which will draw an attendance. Why may not the school house become a center for strong social, moral and intellectual influences which will develop a better citizenship?

PROFESSIONAL IMPROVEMENT.

The teachers of Chicago have manifested in many ways a professional spirit, which is very creditable to them, and they have heartily sustained all meetings for pedagogical instruction or educational advancement. Various agencies have been used by the teachers in preparing themselves for effective work. As a means of self-culture, the University extension classes have afforded the best opportunity for study and mental improvement. The grade meetings which have been held by the

superintendents and supervisors during the year have been exceedingly valuable, in presenting the best motives for work, in interpreting the scope of the course of study, in presenting various methods of instruction, and in specific training in some subjects.

The plan of conducting several institutes for the teachers of the city during the week prior to the opening of the schools in September, which was begun in 1896, was continued in 1897. Five institutes were held in different sections of the city, continuing five days during the forenoons, from August 30th to September 3rd, 1897. Thirty-five hundred teachers attended these institutes. Each teacher contributed one dollar to provide for the expense of securing specialists as instructors. These meetings were exceedingly profitable in concentrating the attention of the teachers upon the true principles of education, which must underlie all work with children in order to make it successful, in affording the opportunity for the familiar discussion of practical questions relating to grade work, in observing expert teaching in some subjects, in the keen realization that living souls were to be trained, and in the enthusiasm awakened, which was carried into the schools at the beginning of the school year.

INSTITUTE PROGRAMS.

District No. 1, under the snpervision of Assistant Superintendent, Mr. Alfred Kirk, at the Franklin School building:

9 A. M. daily. A course of five lectures by Supt. Thomas M. Balliet, of Springfield, Mass.: 1—Reading. 2—Some Phases of Present Educa-

tional Thought. 3—Habit and Education. 4—Education of the Feelings. 5—Education of the Feelings.

10 A. M. daily. A course of five lectures by Col. Francis W. Parker, of the Chicago Normal School: 1—Indications of Study. 2—Imaging—A Fundamental Movement of the Mind in Study. 3—Concentration and Expansion of Images—The Place of Language in Study. 4—Study Illustrated by Subjects, Geography, Science, History. 5—The Place of Expression in Study.

11 A. M. daily. A course of five lectures by Prof. M. V. O'Shea, of the University of Wisconsin: 1—Influence of Suggestion upon the Work and Discipline of the School Room. 2—Dullness and Disorder in the Class Room—Causes and Remedies. 3—Types of Children seen in School—Prominent characteristics of each—Modes of dealing with them. 4—The Physical Expression of Intellect and Character—Reflex Influence of Expression upon Intellect and Emotions. 5—The Order of Development in Childhood a Guide to the Matter and Method of Education at Different Ages.

District No. 2, under the supervision of Assistant Superintendent, Mr. William W. Speer, at the Ellen Mitchell School building:

9:15 A. M. daily. A course of five lectures by Prof. M. V. O'Shea, of the University of Wisconsin. (Subjects same as above.)

10:15 A. M. (Friday). Beauty in Education, by Mrs. Eva D. Kellogg. One lecture.

At 10:10 A. M. (Monday and Tuesday). Two lectures by Dr. Henry L. Tolman, of the University of Illinois. 1—Hints on Nature Study Teaching. 2—Trees and Buds.

11:15 A. M. daily. A course of five lectures by Supt. Thomas M. Balliet, of Springfield, Mass. (Subjects same as above.)

Drawing, Color Work, Chalk Modeling.

Practice Work in Colored Chalks in connection with Nature Study: Bird, insect and other animal life, by Miss Myra Monfort. (Tuesday, Wednesday and Thursday, at 10:15 A. M., Room 1, first and second grades.)

Practice Work in Colored Chalks in connection with Literature:

Myths, historical characters, primitive people, etc., introducing landscape, by Mr. George L. Schreiber. (Tuesday, Wednesday and Thursday, 10:15 A. M., Room 2, second and third grades.)

Practice in Chalk Modeling in connecrion with History and Geography: People of different nations, physical features of countries they inhabit, etc., by Miss Lizzie C. Buckley. (Tuesday, Wednesday and Thursday, at 10:15 A. M., Room 3, fourth and fifth grades.)

Education Through Activity—

Suggestive Class Work, Tuesday, Wednesday, Thursday and Friday, at 8:30 A. M. Miss Elizabeth Shelley—Four exercises. Beginning Class—Sense Training and Motor Activity. (Room 4.)

Miss Nellie Rogers—Four exercises. First Grade—Sense Training, Motor Activity, Reading, Writing, Ratios. (Room 5.)

Miss Agnes J. Wulff—Four exercises. Second Grade—Sense Training, Motor Activity, Reading, Writing, Ratios. (Room 6.)

Miss Carthryn Barry—Four exercises. Second Grade—Sense Training, Motor Activity, Reading, Writing, Ratios. (Room 7.)

Districts No. 3 and No. 4, under the supervision of Assistant Superintendents, Mr. Edward C. Delano and Mr. Albert R. Sabin, at the West Division High School building.

All grades—8:45 A. M. daily. A course of five lectures by Prof. W. D. McClintock, of the University of Chicago: 1—Contribution of Literature to One's Culture. 2—Tennyson's Palace of Art. Reading and Interpretation. 3—Methods of Portraying Character in Fiction. 4—King Lear. The Nemesis of Willfulness and Ingratitude. 5—Poetry of Rudyard Kipling. Reading and Interpretation.

All grades. At 10 A. M. daily. A course of five lectures by Dr. Nicholas Murray Butler, of Columbia University. 1—Education as a Science—Methods of Study and Results. Three-fold Aspect. Character of Present Problems. 2—Meaning of Infancy and Education—Basis of Education as an Institution in the Doctrine of Evolution—Illustrations and Applications. 3—Psychological Basis of Training and Instruction. Illustrations from Attention and Memory. 4—Sensory and Motor Training. Illustrations and Applications 5—Making a Course of Study—Educa-

tional Values and Correlation of Studies—Co-operation. How to Study. Self-education the Outcome of Training.

11:15 A. M. A course of three lectures by Prof. E. H. Moore, of the University of Chicago. Subject: Mathematics. (Grades 6, 7 and 8).

Grades 3, 4 and 5: At 11:15 daily. A course of five lectures by Miss Ada Van Stone Harris, of Michigan Normal College: 1—Thought Materials. 2—Expression Through Language. 3—Cultivation of Imaging Power. 4—The Story. 5—Reading.

Grades 1 and 2. At 11:15 daily. A course of five lectures by Miss S. E. Brassill, Supervisor of Elementary Science Teaching, Cambridge, Mass.: 1—Plant Study. 2—Winter Nature Work. 3—Animal Life. 4—City versus Country. 5—Ways and Means.

Districts No. 5 and No. 6, under the supervision of Assistant Superintendents, Mr. James Hannan and Mr. Leslie Lewis, at the Chicago Normal School.

9 A. M. daily. A course of five lectures by Prof. Charles A. McMurry: 1—The Relations of Studies to One Another in the School Course. 2—Instruction: (Apperception, Interest, Attention). 3—Science: The History, Growth, and Principles of Science Teaching in Our Schools. 4—Selection and Arrangement of Topics—Method. 5—Geography: Value of Type Studies in a Course in Geography.

10 A. M. daily. A course of five lectures by Mrs. Alice H. Putnam: 1—Home and School. 2—Nature. 3—Man's Work and Nature's Work. 4—Social Instincts—Play, Games and Songs. 5—Review and Discussion.

10 A. M. daily. Five language lessons, by Miss Clara J. Mitchell, of the Chicago Normal School: 1—Nature Study. 2—Number Lessons. 3—History Lessons. 4—Study of Literature. 5—Reading.

10 A. M. daily. "Number Work," by Miss Gertrude Van Hoesen, of the Chicago Normal School. (Second grade).

10 A. M. daily. "Five Lessons in Singing," by Mrs. Agnes C. Cox, Supervisor of Music in Primary Grades. (Third grade).

10 A. M. daily. Misses Nellie H. Gere, W. Bertha Hintz, Emma March and Mr. George T. Thomsen will give five lessons in chalk modeling for

the purpose of assisting teachers in illustrating their work in Reading, Literature, History and Geography.

10 A. M. daily. "Arithmetic," by Mr. F. B. Ormsby, Principal Perkins Bass School. (Sixth grade).

10 A. M. daily. "Arithmetic," by Mr. W. M. Giffin, Principal Normal Practice School. (Seventh grade).

10 A. M. daily. "How to Use Our Libraries," by Irene Warren, Chicago Normal School.

11 A. M. daily. A course of five lectures by Prof. W. D. McClintock, of the University of Chicago: 1—The Poetry of Rudyard Kipling. 2—Shakespeare's "King Lear"—The Nemesis of Willfulness and Ingratitude. 3—The Poetry of Emily Dickinson. 4—Reading and Interpretation of Wordsworth's "Ode on Immortality"—A Study of Literary Analysis. 5—Methods of Treating Physical Nature in Literature.

District No. 7, under the supervision of Assistant Superintendent, Mrs. Ella F. Young, at the Forestville School building. Courses offered:

Psychology and Pedagogy—

Five lectures by Prof. James R. Angell, of the University of Chicago: 1—Experimentation and Its Relation to Other Methods of Contemporary Psychology. 2—The Nervous System and Its Significance for the Experimental Psychologist. 3—The Nature and Scope of Psychological Problems Open to Experimental Investigation. 4—The General Conception of the Structure and Function of Mind in the Light of Experimental Psychology. 5—The Significance of Experimental Psychology for Pedagogy.

"The Psychology of Oral Reading," by Prof. S. H. Clark, of the University of Chicago: A course of five lessons in the pedagogy of oral reading in the public schools, presenting the underlying principles of vocal expression.

"Pedagogics of Art," by Ida C. Heffron, of the University of Chicago.

The aim of this course will be to present simply and clearly in theory and practice the vital or basic principles of art especially applied to the teaching of the subject of geography. The lessons will be freely illustrated by chalk and charcoal. Sketches of: (a) Forms of the earth's surface—hills, mountains, volcanoes, plateaus, plains, promontories, islands. (b)

Effects of wind and water erosion under different climatic conditions—sand-dunes, deserts, gullies, springs, river banks, wearing and building, cliffs, palisades, cascades, waterfalls, canons, gorges, lagoons, deltas, coasts. (c) Typical scenes showing vegetation of different zones of temperature—pine forest, tropical plants, fields of wheat, corn and rice. (d) Typical homes of people in different countries—Eskimos, Indian tepes, homes of lake dwellers, tree dwellers, cliff dwellers. (e) Chalk modeling of maps with natural features of interest, e. g.—Mine Glacier, Geysers of Yellowstone Park, Colorado Canon, Niagara Falls, Palisades of the Hudson.

The School. Two lectures by Mrs. Ella F. Young, Assistant Superintendent of Schools: 1—Should the Administration of a School System be that of an Aristocracy or of a Democracy? 2—The Will; Trained and yet Free.

English Language and Literature—

English Construction. Five informal lectures by Miss Lucia Johnston, Principal of the Douglas School. Studies in the choice of words, the structure of the sentence and the paragraph, the varieties of grammatical modifiers, the kinds of connectives, with special attention to method in teaching. Illustrations will be taken from classic and colloquial English.

English Literature. Two lectures by Prof. Albert H. Tolman, of the University of Chicago: 1—Popular Ballads of England and Scotland. 2—The Poetry of Tennyson.

Mathematics—

Definite Relations, by Miss Clara S. Newbecker, of the Forestville School. Integral and fractional relations treated objectively and abstractly. The method of treatment of the subject will be illustrated with children belonging to second and third grade classes.

Science—

Experimental Physics. Five informal lectures by Mr. Albert L. Stevenson, Principal of Oakland School. A review of the topics presented, with especial attention to the preparation and use of simple, inexpensive apparatus by which may be shown the phenomena of mechanics, sound, heat, light, and electricity observed and discussed in the nature study above the third grade.

Art—

Pictorial drawing relates itself closely to the interests of childhood.

It should be made the center of instruction in drawing. Methods of handling and technique in this department will be those suggested by the Impressionistic School of Art, "paint as you would model, draw as you would paint." All observation will be at a distance; all rendering, by mass representation independent of the medium used. The theory and method will be in close accord with Miss Josephine Locke's views, the instructors having advised with her in planning the work. Miss Jameson will give attention to all classes. Each instructor will have a competent assistant.

Water Color. Five lessons in painting subjects in nature study, still-life and composition, imagination, landscape and composition, figure posing in connection with historic illustration, by Miss Jeannette Buckley of the Art Institute, Chicago.

Water Color. (Same as above.) By Miss Margaret Baker, of the Art Institute, Chicago.

Colored Chalk and Charcoal. Five lessons. Landscape, out-of-door seeing, observation of masses, observation at a distance, children's experiences, memory and imagination, impressions and suggestions, games, by Miss Ruth E. Gould, of the Art Institute, Chicago.

A PRINCIPAL'S WORK.

Where a school is properly organized, there will be a unity of plan, purpose and spirit, which will make the well equipped principal the most effective educational agency in the whole school system. While it is true that the teacher is the focal center of influence and power over the children, for whom alone schools are maintained, still in a great city employing fifty-five hundred regular teachers and substitutes, skill and efficiency will be obtained only through systematic training, and expert direction of the work of the teacher. The principal should be an expert director. A large per cent of the teachers assigned to each school have had no experience, and the respon-

sibility for their success, to a great degree, depends upon the timely assistance, wise counsel and sympathetic encouragement which they receive from the principal. There is no time in the history of the teacher's experience so critical as when she enters a room, confronting strange children, unable to call them by name, and must determine their work and immediately take up the routine of duties, with which they are familiar.

While preparation in the Normal School will give the inexperienced teacher a knowledge of how to present or develop a lesson so that the children may comprehend it, and she may have resources for interesting and holding the attention of a class during a recitation, still there are many phases of class work, many characteristics of pupils, many complications in discipline, which call for action on the part of a teacher; and upon correct judgments and prudent actions hangs success in such cases. The efficient principal will be watchful and helpful, always seeking to establish confidence and trust in the teacher on the part of her pupils, will supplement the teacher's work with the pupils so as to show support and co-operation, will always sustain the teacher in matters of discipline, minifying errors in judgment, aiding her in correcting mistakes so that self-respect may be maintained, and the confidence of the pupils be preserved. He will aid her to become a skillful questioner, and to lead her children to independent investigation and to a free and correct expression of their thought. He will be ready at all times to shape the character of the instruction in the different rooms by frequent oral examinations, in which the vital

and substantial parts of the subjects required in the grade shall be reviewed and closely related to each other.

REVIEW.

In closing this seventh annual report of the progress of the schools while under my administration, from 1891 to 1898, I call attention to the following statements:

The number of buildings owned by the city has been increased from 219 to 318. There are two more high schools, and fifty-two more elementary schools. Additions or branches have been built to forty-five buildings. The total expenditure for sites and buildings has been $7,461,091.04. The total expenditure for all purposes, $38,181,184.04.

The average daily membership of pupils for the year closing June, 1891, was 116,586; the average for the year ending June, 1898, was 199,621, an increase of 83,035, or 71.2 per cent.

The average membership in the primary grades for 1891 was 83,856; for 1898 it was 130,607, an increase of 46,751, or 55.8 per cent; the average membership in the grammar grades for 1891 was 28,544; for 1898 it was 60,192, an increase of 31,648, or 110.8 per cent; the average membership in the high schools for 1891 was 4,186; for 1898 it was 8,432, an increase of 4,246, or 101.4 per cent. The remarkable increase in the numbers attending the grammar grades and the high schools is due to the the increased school accommodations, to a fuller appreciation by parents of the advantages of a more complete common

school education for their children, to the persuasive influence of the attendance officers employed by the Board, and to the effective enforcement of the child labor law, prohibiting the employment of children under fourteen years of age.

The number of teachers in 1891 was 3,001; the number for 1898 was 5,268, an increase of 2,267, or 75.5 per cent. The additional teachers have been secured by examining during the seven years 10,432 applicants and granting certificates to 2,861, or 27.4 per cent of all who applied.

Small libraries and a good supply of supplementary reading books have been furnished to each school. All of the high schools have been furnished with excellent laboratories for work in the sciences, and the laboratory method of personal investigation has superseded the old text book study of science.

The course of study has been enriched. Provision has been made for instruction in history, commencing at the fourth grade, different supplementary readers in history being furnished for the fourth, fifth and sixth grades. English history has been added to the work in the eighth grade. Lessons in elementary science, which have been closely related to the other studies, especially reading and geography, are given in each grade.

Elementary work in algebra has been added to the requirements in mathematics for the eighth grade. Much of the work in arithmetic which was not practical has been eliminated. Latin has been made an optional study in the seventh and eighth grades preparatory to high school work.

Vertical penmanship has been taught for four years. Kindergartens have been introduced as a part of the school system. Manual training for boys of the seventh and eighth grades has been provided in nearly all schools.

Steps have been taken to provide instruction in domestic science, cooking and sewing, for the girls of the same grades.

A training school for teachers was established in September, 1893. The classes were transferred to the Normal School at Englewood, when it was conveyed to the city. Prior to the organization of a training school for teachers, any one who was nineteen years old could be admitted to the examination. Now all who have not taught must complete a four years' high school course of study, must take a year's training at the Normal School, and must "cadet," or practice teaching, in some city school successfully for four months, before an assignment can be made. Experienced teachers, who apply for an examination, must present credentials satisfactory to the Superintendent, showing four years' successful experience in teaching. College graduates are admitted to the examination which is given to experienced teachers.

The character of the work done in the primary grades has been greatly changed. Many of the restraints that were placed upon young chileren, when they entered school for the first time, have been removed. The children have become more natural. Their activities are directed to definite ends. Everything which interests them is used to unfold their power to see, to understand, to express. The symbols of language are

learned, as the oral language is learned, under an intense desire to obtain or express thought. Writing, spelling and punctuation are acquired in this effort.

Object lessons have been more fully used as the basis of reading and language. Number work has been developed from the pupil's observations of the relations of things as to size, surface, quantity, numbers. The time devoted to the study of geography has been reduced and is now limited to the fourth, fifth and sixth grades. Much more attention has been given to the elements of physical geography, a knowledge of which is essential to an intelligent comprehension of the geography of the world.

Reading has been made an aid to investigation and study. That the work of the first years of a child's life determines largely his future has been constantly presented to the teachers to incite their best efforts.

The changes in the course of study made new demands upon the teachers, and they loyally sought to prepare themselves for the required work. In August, 1896, and in 1897, institutes were held during the week preceding the opening of the schools, which were attended voluntarily by about thirty-five hundred teachers. Through these institutes and the grade meetings, both of which were conducted by the assistant superintendents, aroused enthusiasm and greater efficiency in the work have been secured.

RECOMMENDATIONS.

An examination of the table on page 45 of this report will

show that the need of additional school buildings is so great that there is no hope of providing for the erection of a sufficient number of school buildings to accommodate the children out of the usual appropriation for sites and buildings. I therefore renew the recommendation made in my report of 1897, page 38, that bonds be issued to provide for the erection of buildings to accommodate all who now attend school in rented buildings and in half-day sessions. The annual appropriation now made will provide for the natural increase.

I renew my recommendation, presented in the report of 1893, page 65, that authority be obtained, through legislative action, to establish a Parental School. There are several hundred children in the city under sixteen years of age who have defied parental and school authority, who are growing up in ignorance and crime, and many of whom will ultimately be arrested and supported by the State unless some vigorous means are taken to save them. *Chicago has been criminally negligent of these children, and many of those who have been sent to the Bridewell, to State prisons, or who have been hopelessly wrecked in mind and body, might have been saved if they had received proper care and training in youth.* When a proper place is provided for such children it will be possible to enforce the compulsory education law.

Manual training high schools are greatly needed in the south and north divisions of the city. I therefore recommend, again, that a new site and building be secured for the present South Division High School and that a manual training high

school be established in the old building. A site and building should be obtained for the accommodation of pupils in the north division of the city.

CONCLUSION.

All rational plans for the improvement of the schools have had my hearty support and encouragement. The recommendations of superintendents, principals and teachers have been received, and whenever the proposed measures were in accord with the fundamental principles of education, permission to test them in the school room has been given. Whatever success has been achieved in making the educational work of this city better adapted to the truest education and best training of the children is due to the loyalty, efficiency, and hearty co-operation of the teachers, principals and assistant superintendents, to whom I extend my grateful acknowledgements.

I desire to express my appreciation of the wise counsels and loyal support of the President and individual members of the Board.

I esteem it a privilege and an honor to work for the children of Chicago.

Respectfully submitted,

ALBERT G. LANE,

Superintendent.

In Memoriam.

"For part they must: body and soul must part;
Fond couple! linked more close than wedded pair.
This wings its way to its Almighty Source,
The witness of its actions, now its judge;
That drops into the dark and noisome grave,
Like a disabled pitcher of no use."

LUCY PRATT,
Gallistel School, died July 19, 1897.

HARRY N. BURNHAM,
Wells School, died September 27, 1897.

KITTIE E. WALSH,
Headley School, died October 13, 1897.

ESTELLE B. GUTHRIE
Belle Plaine School, died October 25, 1897.

DELLA MACKENZIE,
Carpenter School, died October 25, 1898.

BERTHA HOWE,
Burley School, died December 7, 1897.

PETRA S. BUCKER,
Chase School, died December 18, 1897.

EUNICE A. STEELE,
Tilton School, died January 16, 1898.

ADELAIDE INGERSOLL,
Beale School, died January 20, 1898.

BERTHA GARDNER,
Shields School, died February 25, 1898.

GEORGE B. HARTWELL,
Lake View High School, died March 10, 1898.

"Twilight and evening bell,
And after that the dark!
And may there be no sadness of farewell,
When I embark;
For though from our bourne of time and place
The flood may bear me far,
I hope to see my Pilot face to face
When I have crost the bar."

TABLE

Showing enrollment, membership, attendance and promotions in the several schools, together with the per cent. of attendance and the per cent. of promotions for the year ending June, 1898:

SCHOOLS.	Enrollment.	Average Daily Membership.	Average Daily Attendance.	Promotions.	Per Cent. of Attendance.	Per Cent. of Promotions.
Chicago Normal	440	389.7	374.2	346	96.0	90.3
Calumet High	264	241.0	227.8	186	94.5	77.0
Englewood High	1,001	861.4	826.7	612	95.9	71.0
English High and Manual Train'g	474	431.2	417.5	342	96.8	78.1
Hyde Park High	1,463	1,259.4	1,174.8	1,047	93.2	83.1
Jefferson High	252	218.4	212.7	218	97.3	99.8
Lake High	392	357.8	349.0	276	97.5	77.1
Lake View High	969	872.0	835.9	685	95 8	78.6
Marshall High	478	413.1	390.1	340	94.4	82.3
Medill High	445	398.9	383.1	304	96.0	77.1
North Division High	619	531.3	503.8	422	94.8	78.1
Northwest Division High	906	788.3	750.1	582	95.1	73.8
South Chicago High	360	316.7	304.7	245	96.2	77.4
South Division High	873	760.9	728.6	496	95.7	64.1
West Division High	1,119	986.6	946.5	834	96.0	84.7
Adams	1,327	1,066.3	999.6	797	93.7	74.7
Agassiz	1,349	1,164.3	1,113.4	890	95.6	76.5
Alcott	1,207	1,032.1	977.9	1,002	94.7	97.0
Alice L. Barnard	587	495.0	457.8	532	92.4	107.5
Andersen	1,693	1,499.5	1,410.4	1,066	94.0	71.1
Andrew Jackson	1,134	906.3	843.0	762	93.0	84.1
Armour Street	1,349	1,115.7	1,046.6	843	93.9	75.5
Arnold	1,170	1,035.0	980.1	860	94.6	83.1
Auburn Park	899	733.6	674.8	667	91.9	90.9
Audubon	1,156	1,002.4	942.8	768	94.0	76.6
Augustus H. Burley	1,125	973.0	916.9	752	94.2	78.3
Avondale	989	882.1	817.3	753	92.6	85.3
Bancroft	1,085	1,015.1	978.6	872	96.4	85.9
Beale	2,007	1,700.7	1,591.5	1,294	93.5	76.1
Belle Plaine Avenue	471	373.5	349.1	331	93.4	88.6
Bernhard Moos	634	558.1	532.6	456	95.4	81.6
Bismarck	1,218	1,059.2	1,000.8	936	94.4	88.3
Blaine	1,046	962.7	913.3	802	94 8	83.3
Blue Island Avenue	699	582.4	548.5	526	94.1	90.3
Bowen	184	166.2	158.3	139	95.1	83.6
Bowmanville	254	211.8	199.6	120	94.2	56.7
Brainard	787	645.6	615.0	563	95.2	87.2
Brentano	1,305	1,141.2	1,114.3	1,008	97.8	88.3
Brighton	1,194	995.2	932.0	952	93.6	95.6
Brown	1,239	1,035.8	982.4	928	94.8	89.6
Brownell	713	612.9	571.1	483	93.1	78.8
Bryant	727	634.4	603.2	517	95.0	81.5
Buckley	372	280.1	245.8	219	87.7	78.2
Burnside	583	462.4	439.2	398	94.9	86.3
Burr	1,928	1,609.6	1,509.3	1,513	93.7	89.5
Burroughs	946	758.8	701.1	659	92.3	86.6
Calhoun	1,050	941.3	888.8	806	94.0	85.6
Calumet Avenue	837	699.2	656.4	465	93.8	66.5
Carpenter	2,014	1,796.3	1,704.9	1,366	94.9	75.5
Carter	942	798.1	742.3	747	93.0	93.6
Central Park	889	755.4	702.1	613	93.0	63.3
Charles Kozminski	738	646.9	608.4	496	94.0	76.7
Charles W. Earle	724	593.1	533.0	447	89.8	75.4
Chase	1,139	997.3	942.7	716	94.5	71.8
Chicago Lawn	688	578.8	539 0	456	93.1	81.2
Clarke	1,645	1,346.8	1,294.8	1,084	96.1	80.6

SCHOOLS.	Enrollment.	Average Daily Membership.	Average Daily Attendance.	Promotions.	Per Cent. of Attendance.	Per Cent. of Promotions.
Colman	733	624.6	579.4	554	92.7	88.7
Columbus	974	886.6	814.1	477	93.9	55.0
Cooper	1,603	1,360.5	1,299.7	959	95.5	70.5
Cornell	877	775.8	724.6	509	93.3	65.6
Cummings	305	252.3	231.5	185	91.7	73.3
Darwin	678	595.8	561.4	474	94.2	79.6
David Swing	1,020	889.2	841.1	643	94.6	72.3
Deaf	124	104.0	96.0		92.5	
Dore	1,068	828.3	752.2	534	90.8	64.5
Douglas	1,410	1,212.3	1,130.0	1,072	93.2	88.4
D. R. Cameron	891	751.9	698.9	598	92.9	79.5
Drummond	1,201	1,006.9	949.1	769	94.2	76.4
D. S. Wentworth	1,512	1,294.2	1,191.4	666	92.0	51.5
Eighteenth Street	494	420.8	403.6	358	95.9	85.1
Eighty-third Street	437	317.7	284.1	286	89.4	90.2
Ellen Mitchell	2,008	1,667.4	1,540.5	1,265	92.4	75.9
Ellis Avenue	292	244.9	227.9	233	93.0	95.1
Emerson	1,012	807.4	749.2	671	92.8	83.1
Everett	919	792.8	739.1	595	93.2	75.1
Fallon	904	785.4	710.4	656	90.4	83.5
Farragut	1,387	1,197.0	1,137.0	728	95 0	60.8
Farren	989	824.7	767.9	654	93.1	79.0
Fernwood	341	279.8	263.0	212	93.9	75.7
Forestville	1,747	1,531.0	1,446.0	1,148	94.0	75.0
Foster	2,195	1,804.6	1,601.1	1,427	88.7	79.1
Franklin	1,371	1,221.7	1,157.2	1,155	94.7	94.5
Froebel	1,362	1,188.4	1,140.8	819	95.9	68.9
Fulton	1,338	1,143.7	1,052.0	799	92.0	69.9
Gallistel	751	627.0	585.7	540	93.4	86.1
Garfield	1,488	1,246.9	1,140.8	893	91.5	70.8
George Howland	1,112	915.5	866.9	647	94.6	70.6
George H. Thomas	780	666.7	627.6	550	94.1	82.5
George Schneider	952	852.0	795.0	627	93.0	78.6
George W. Curtis	1,081	870.5	823.4	645	94.5	74.1
Gladstone	927	810.2	768.4	628	94.8	77.5
Goethe	1,098	989.1	944.1	647	95.4	65.4
Goodrich	1,419	1,194.4	1,095.6	957	91.8	80.1
Graham	1,688	1,368.2	1,254.5	1,120	91.6	81.9
Grant	926	767.3	727.8	709	94.8	92.4
Greenwood Avenue	946	800.3	736.9	763	92.7	95.3
Gresham	524	471.5	433.0	437	92.0	92.7
Hamilton	873	811.9	766.1	608	94.3	74.9
Hammond	1,682	1,429.5	1,335.3	1,076	93.4	75.3
Hancock	874	733.1	685.1	559	93.4	76.2
Harrison	1,608	1,292.5	1,225.2	922	94.8	71.4
Hartigan	371	366.7	334.5	278	91.0	75.8
Harvard	340	281.1	259.2	247	92.4	87.9
Haven	1,086	829.6	749.2	581	90.3	70.0
Hawthorne	1,255	1,113.0	1,053.7	769	94.6	69.1
Hayes	914	776.0	729.0	518	94.0	66.7
Headley	764	683.7	654.1	630	95.6	92.1
Healy	1,474	125.9	1,194.0	882	94.8	70.0
Hedges	645	543.0	507.5	412	93.4	75.9
Hendricks	1,136	899.3	830.5	793	93.3	88.2
Henry Clay	398	319.5	298.7	253	93.4	80.0
Henry H. Nash	1,011	888.9	829.4	667	94.0	75.4
Hermann Raster	555	489.3	454.5	288	92.8	58.8
Hoerner	188	126.5	114.5	91	90.8	71.9
Holden	2,088	1,713.2	1,609.1	1,177	93.9	68.7
Holmes	1,761	1,502.0	1,406.6	1,208	93.6	80.4
Horace Greeley	804	734.8	692.4	664	94.2	90.4
Horace Mann	821	699.6	653.4	638	93.0	91.2
Huron Street	698	564.5	511.6	461	90.6	81.7
Irving	957	811.7	766.5	628	94.4	77.4

SCHOOLS.	Enrollment.	Average Daily Membership.	Average Daily Attendance.	Promotions.	Per Cent. of Attendance.	Per Cent. of Promotions.
Irving Park	1,102	965.8	898.0	873	92.9	90.4
James R. Doolittle, Jr	1,451	1,242.0	1,155.3	937	93.0	75.4
Jefferson	917	745.4	709.3	637	95.1	85 5
Jefferson Park	443	366.7	339.0	296	92.4	80.7
J. L. Marsh	364	287.8	268.1	159	93.1	55.3
J. N. Thorp	1,122	898.5	810.5	796	90.2	88.6
John Crerar	939	761.0	716.0	608	92.0	80.0
John Ericsson	1,179	1,009.7	947.0	775	93.8	76.8
John McLaren	1,270	1,074.3	1,010.4	1,011	94.0	94.1
John M. Smyth	1,419	1,138.1	1,036.4	854	91.1	75.4
John Worthy	719	96.0	96.0	200	100.0	208.3
Jones	758	553.9	492.7	349	88.9	63.0
Keith	721	594.5	539.3	452	90.7	76.0
Kenwood	612	465.9	433.6	455	93.0	97.7
Kershaw	1,489	1,277 4	1,201.3	568	90.9	44.5
King	856	752.2	700.2	694	93.1	92.3
Kinzie	537	386.8	352.5	273	91.1	70.5
Knickerbocker	1,092	959.9	918.4	837	95.6	87.2
Komensky	1,088	950.4	902.1	684	95.0	72.0
Kosciusko	773	638.6	593.0	442	92.8	69.2
La Fayette	1,564	1,363.2	1,297.7	1,108	95.2	81.3
Langland	797	700.6	661.8	643	94.4	91.8
La Salle	1,285	1,116.4	1,062.3	810	95.1	72.5
Lawndale	873	756.4	704.5	657	93.1	86.8
Lewis	1,282	1,081.9	1,013.2	880	93.6	81.3
Lincoln	1,363	1,180.7	1,119.9	1,047	94.8	88.7
Linne	669	574.6	531.3	389	92.5	67.7
Logan	985	836.0	783.0	684	93.1	81.8
Longfellow	867	749.7	714.7	638	95.3	84.0
Louis Nettelhorst	1,188	1,060.4	1,014.6	920	95.6	85.6
Lowell	1,546	1,328.3	1,268.4	1,097	95.4	82.6
Lyman Trumbull	807	701.8	659.4	555	93.9	79.1
Madison Avenue	947	831.3	774.1	656	93.1	78.9
Madison Street	94	41.0	26.2		64.0	
Manierre	1,017	884.2	829.3	672	93.7	76.0
Mark Sheridan	1,056	862.5	796.1	713	92.3	82.7
Marquette	1,549	1,366.8	1,296.9	1,139	94.8	83.3
Marshall	826	699.0	660.6	606	94.5	86.7
McAllister	1,160	938.1	871.4	655	92.8	69.8
McClellan	1,366	1,097.0	1,032.3	949	94.1	86.5
McCosh	1,170	945.0	869.0	805	92.1	85.2
McPherson	881	785.9	746.9	600	95.0	76.4
Medill	773	633.5	785.7	499	94.3	60.0
Montefiore	1,298	1,014.6	941.3	662	92.7	65.2
Morris	1,146	1,014.0	962.0	712	94.8	70.2
Moseley	1,457	1,135.1	1,038.2	773	91.4	68.1
Motley	986	866 0	821.8	603	95.4	70.0
Mulligan	1,269	1,137.7	1,081.3	926	95.0	81.4
M. W. Fuller	894	753.9	713.2	632	94.5	88.8
Myra Bradwell	1,003	834.8	761.8	664	91.2	79.5
Nathanael Greene	1,195	1,029.1	959.3	770	93.2	74.8
Newberry	1,521	1,277.9	1,217.6	1,021	95.2	80.0
Normal Practice	497	405.8	381.0	342	94.1	84.3
Norwood Park	209	178.3	166.6	135	93.4	75.7
O'Toole	905	724.1	683.8	486	94.4	67.1
Oakland	774	623.0	573.7	543	92.7	87.1
Oak Ridge	639	537.5	497.0	423	92.0	78.7
†Oakley Avenue	40	73.8	71.1	196	96.2	265.5
Oak Street	879	754.7	717.9	580	95.1	75.8
Ogden	1,089	898.2	837.4	795	93.2	88.5
Parkman	1,013	1,120.8	1,045.0	961	93.2	85.7
Park Manor	526	428.3	398.1	335	92.9	78.2
Parkside	609	511.0	470.6	350	92.0	68.5
Peabody	1,007	866.4	818.2	587	94.4	67.7

SCHOOLS.	Enrollment.	Average Daily Membership.	Average Daily Attendance.	Promotions.	Per Cent. of Attendance.	Per Cent. of Promotions.
Perkins Bass	1,387	1,164.3	1,073.2	814	92.1	69.9
Phil Sheridan	1,330	1,043.0	945.0	791	91.0	75 8
Pickard	1,369	1,142.6	1,077.6	1,008	94.3	88.2
Polk Street	1,152	840.6	779.7	569	92.7	68.1
Prescott	1,021	841.5	780.8	678	92.7	80.5
Pulaski	955	790.2	732.5	525	92.6	66.4
Pullman	1,134	987.5	914.4	804	92.5	81.4
Ravenswood	1,153	1,003.8	943.0	833	93.9	82.9
Ray	1,061	895.6	837.1	829	93.4	92.6
Raymond	1,086	918.9	852.6	814	92.7	88.5
Richard Yates	1,198	1,068.4	1,022.2	997	94.7	93.2
Riverdale	162	121.3	110.2	89	90.8	73.4
Rogers	748	612.6	574.7	509	93.8	83.1
Rogers Park	633	542.2	507.6	463	93.7	85.4
Rose Hill	192	159.2	144.4	142	90.7	89.1
Ryerson	1,074	923.0	865.2	717	93.7	77.6
Scammon	1,103	805.3	741.1	725	92.0	90.0
Scanlan	688	590.6	548.0	488	92 8	82.6
Schiller	1,311	1,097.2	1,028 8	750	93.7	68.3
Seward	1,245	1,108.9	1,027.4	819	92.6	73.8
Sheldon	638	511.3	478.4	452	93.5	88.4
Sherman	1,560	1,285.6	1,175.2	919	91.4	71.4
Sherwood	1,333	1,174 6	1,102.3	1,029	93.8	87.6
Shields	750	587.6	530.2	478	90.0	81.6
Skinner	1,402	1,105 1	1,020.6	912	92.3	82.5
Springer	760	617.5	585.1	450	94.7	72.7
Stony Island Avenue	246	199.0	184.2	163	92.5	81.1
Sumner	1,076	964.6	906.8	793	94.0	82.2
Talcott	1,197	1,001.5	938.1	774	93.6	77.2
Taylor	655	581.3	545.5	404	93.8	69.5
Tennyson	982	850.4	799.0	698	93.9	82.0
Thomas Brenan	1,118	849.1	770.2	764	90 7	89.9
Thomas Chalmers	1,264	1,094.4	1,029.9	1,004	94.1	91.7
Thomas Hoyne	869	656.4	611.3	565	93.1	86.0
Throop	1,039	912.6	869.3	733	95.2	80.3
Tilden	915	736.1	680.2	570	92.4	77.4
Tilton	942	752.4	729.2	578	96 9	70.6
Van Vlissingen	1,141	958.9	883.4	781	92.1	81.4
Victor F. Lawson	798	661.0	632.4	484	95.6	73.2
Von Humboldt	2,140	1,919.1	1,831.9	1,842	95.4	96.3
Walsh	1,532	1,287.4	1,213 4	1,165	94.3	90.5
Walter Scott	713	593.2	547.0	508	92.2	85.6
Ward	810	689.5	645.2	523	93.5	75.8
Washburne	1,640	1,349.4	1,193.3	996	88 4	73.1
Washington	1,171	996.1	930.0	704	93.3	70.6
W. C. Goudy	690	597.7	554.4	537	92.7	89.8
Webster	994	842.9	789.0	629	93.6	74.6
Wells	1,858	1,625.1	1,544.2	1,166	95.0	71.6
West Pullman	738	631.6	586.3	592	92.0	93.7
Whittier	1,231	1,008.1	974.2	1,041	96.6	132.7
Wicker Park	1,708	1,475.3	1,420.2	1,203	96.2	81.6
Wm. Penn Nixon	973	797.1	725.1	675	90.9	84.6
Woodlawn	1,006	854.9	797.7	685	93.3	80.1
Yale	949	855.0	798.5	717	93.4	83.8
Totals	236,239	199,621.0	187,084.3	158,509	93.7	79.4

† Opened in May.

REPORTS OF STANDING COMMITTEES.

REPORT OF THE COMMITTEE ON FINANCE.

To the Board of Education of the City of Chicago:

Your Committee on Finance respectfully presents their report in detail of the expenditures on account of the Board of Education for the school year ending June 30, 1898, as follows:

SCHOOL TAX FUND.

SALARIES—			
Superintendents and teachers		$4,459,222 17	
Less amount charged to School Fund and tuition fees	$849,222 17		
Less for salaries of Teachers of Special Studies	776,537 72		
		$1,625,759 89	
			$2,833,462 28
Office employes			60,662 58
Engineers and Janitors			392,252 95
SCHOOL SITES—			
Addition to Myra Bradwell School lot		$ 3,000 00	
Addition to Langland School lot		7,000 00	
Oakley avenue, between Potomac avenue and Davis street		15,000 00	
N. E. cor. Ingleside avenue and Fifty-fourth street (four quarterly payments)		1,750 00	
Addition to O'Toole School lot		2,300 00	
S. W. cor. Southwest boulevard and Twenty-fourth street		19,975 00	
Addition to Motley School lot		3,000 00	
S. E. cor Fifty-fourth street and Union avenue		13,500 00	
S. E. cor. Avenue N and One Hundred and Tenth street		4,500 00	
West Seventeenth street, between Loomis and Laflin streets		34,640 00	
			$ 95,665 00
NEW BUILDINGS—			
On account of coutracts for erection of			$ 471,222 32
INCIDENTAL EXPENSES IN CONNECTION WITH ERECTION OF NEW BUILDINGS—			
Fences and sidewalks		$ 11,363 06	
Watchmen's services		6,565 00	
Cleaning buildings and removing rubbish		117 00	
Heating during process of erection		3,516 09	
			$ 21,561 15
FURNISHING NEW BUILDINGS—			
Seats and desks		$ 4,235 58	
Bookcases		4,575 00	
Clocks		50 00	
			$ 8,860 58

ARCHITECT DEPARTMENT—

Salaries of Architect and assistants		$ 31,952 42	
Draughting supplies		1,757 18	
Car fare		310 70	
			$ 34,020 80

DEPARTMENT OF PUBLIC WORKS—

Water service pipes in streets at the following school buildings:

A. E. Burnside		$ 325 00	
John Spry		231 00	
Sewer pipe in Ewing avenue, Gallistel School		669 00	
			$ 1,225 00

PERMANENT IMPROVEMENTS—

Wire window guards and hand rails for the following named school buildings:

Agassiz	$ 8 50		
Brownell	3 00		
Greene	10 49		
Horace Mann	12 48		
Phil Sheridan	2 95		
Scanlan	7 00		
Schiller	80 00		
Throop	6 00		
Trumbull	78 48		
		$ 158 85	

Earth filling and cindering on the following named school lots:

A. H. Burley	$ 292 00		
Armour Street	60 25		
Bismarck	281 78		
Bradwell	232 80		
Burnside	340 00		
Burr	240 00		
Chas. Kozminski	407 00		
Chase	12 00		
Chicago Lawn	245 00		
Clarke	333 41		
Cooper	6 90		
D. R. Cameron	178 00		
Eighty-third Street	127 50		
Fulton	128 75		
Gallistel	783 00		
Goethe	53 65		
Greene	190 80		
Hansom Park	128 21		
H. H. Nash	41 25		
Horace Greeley	75 57		
Humboldt	18 00		
Knickerbocker	8 70		
Madison Avenue	36 80		
Manierre	27 55		
McCosh	81 60		
Medill	169 48		
Mulligan	23 25		

Peabody	$ 34 00	
Pickard	41 60	
Richard Yates	25 00	
Seward	18 00	
Sherwood	3 00	
Talcott	4 88	
Tennyson	57 70	
Tilden	83 50	
Walsh	62 71	
Walter Scott	381 60	
W. C. Goudy	13 05	
Wm. Penn Nixon	106 44	
		$ 5,353 73
Construction of water closets in connection with old buildings:		
Englewood High	$ 1,173 26	
Andersen	943 00	
Andersonville	269 23	
Bismarck	189 00	
Bradwell	432 01	
Brainard	1,011 00	
Emerson	1,056 00	
Garfield	1,277 00	
Goethe	86 15	
Grant	1,047 00	
Grayland	90 37	
Hartigan	209 00	
Haven	1,270 00	
James W. Scott	842 00	
James R. Doolittle, Jr	758 00	
Jefferson	996 00	
Lawndale	667 06	
Lewis	1,162 53	
Longfellow	797 00	
Oak Street	759 00	
Prescott	621 00	
Rogers	663 00	
		$ 16,318 55
Fitting up additional rooms in the following named school buildings:		
West Division High	$ 81 35	
Adams	204 09	
Agassiz	188 70	
Alice L. Barnard	19 50	
Andrew Jackson	651 05	
Arnold	109 52	
Auburn Park	5 55	
Avondale	224 46	
Bismarck	229 41	
Blaine	283 66	
Bowmanville	226 43	
Brentano	434 63	
Bryant	42 70	
Champlin	689 28	

Eighty-third Street	$ 99 40	
Farragut	673 88	
Fulton	731 86	
George Howland	234 33	
Gladstone	784 00	
Grayland	971 13	
Gresham	74 00	
Healy	280 77	
Holden	352 24	
Horace Greeley	59 09	
Huron Street	27 30	
Irving Park	46 25	
Langland	333 05	
Marquette	130 39	
McCosh	66 25	
Medill	517 25	
Parkman	85 15	
Pulaski	95 54	
Pullman	18 50	
Ravenswood	106 31	
Rose Hill	103 43	
Seward	46 40	
Tennyson	581 57	
Throop	2,525 12	
Van Vlissingen	1,037 00	
Washington	582 68	
W. C. Goudy	1,487 20	
		$ 15,440 42
Fitting up supply rooms, workshop and stable		$ 37,344 98
Venetian blinds at the following named school buildings:		
Alcott	$ 148 12	
Armour Street	9 24	
Audubon	210 20	
Avondale	18 53	
Bismarck	39 84	
Blaine	40 16	
Bradwell	37 06	
Brenan	8 00	
Brentano	35 52	
Buckley	80 70	
Central Park	36 00	
Chas. Kozminski	51 55	
D. R. Cameron	117 60	
D. S. Wentworth	297 22	
Emerson	157 37	
Fulton	124 96	
Geo. Howland	27 50	
Healy	42 50	
H. H. Nash	343 36	
Irving Park	201 76	
John Crerar	40 00	
John McLaren	45 80	

John M. Smyth	$ 283 52	
La Salle	12 34	
Marshall	42 17	
Morris	281 26	
Newberry	21 00	
Oak Ridge	65 00	
Pullman	404 50	
Richard Yates	41 52	
Scanlan	17 77	
Seward	94 50	
Sheldon	318 64	
Skinner	31 75	
Tennyson	254 98	
Thos. Chalmers	36 70	
Von Humboldt	44 30	
Washington	131 92	
Woodlawn	187 00	
		$ 4,331 86
Fitting up kitchen gardens in the following named school buildings:		
Chas. Kozminski	$ 292 00	
Farragut	179 00	
Hammond	206 42	
		$ 677 42
Filters, equipments and maintenance		18,575 95
Distilling apparatus		6,835 57
Electric gongs at the following named school buildings:		
A. H. Burley	$ 18 00	
Burr	107 50	
La Salle	42 00	
South Chicago High	16 00	
Tilton	12 00	
		$ 195 50
Electric wiring, etc., at the following named school buildings:		
Northwest Division High	$ 21 45	
Englewood High	72 00	
Lake View High	40 00	
West Division High	196 00	
Hawthorne	80 60	
Geo. W. Curtis	15 00	
Greenwood Avenue	10 00	
Morris	19 25	
		$ 454 30
Gas service pipe and fixtures in the following named school buildings:		
West Division High	$ 29 86	
Adams	161 20	
Andrew Jackson	22 00	
Bismarck	165 22	
Chas. Kozminski	171 25	

Columbus	$ 24 80	
Dore	222 60	
Ellen Mitchell	150 81	
Farragut	112 77	
Forestville	130 23	
Geo. Howland	132 06	
Greene	132 13	
John Ericsson	106 08	
La Fayette	74 59	
Logan	117 61	
Marquette	120 75	
McClellan	27 30	
Medill	355 56	
Morris	151 76	
Ogden	206 50	
Ravenswood	137 66	
Ray	91 56	
Ryerson	139 29	
Seward	243 90	
Victor F. Lawson	132 93	
Walter Scott	132 25	
Wicker Park	75 25	
		$ 3,567 92
Cement sidewalks at the following named school buildings:		
Clarke	$ 394 00	
Hawthorne	239 07	
Horace Mann	517 05	
Howland	367 14	
Jefferson	520 77	
Madison Avenue	272 64	
Manierre	175 22	
Newberry	326 06	
Pickard	619 31	
Rogers Park	126 25	
Scammon	440 80	
		$ 3,998 31
Cement floors in the following named school buildings:		
Bowmanville	$ 91 80	
Hartigan	602 13	
Hendricks	577 48	
James W. Scott	129 52	
Lawndale	90 85	
		$ 1,491 78
Construction of boiler house and water closets at Montefiore School building		5,622 80
Fitting up additional rooms and alterations Lake High School building		2,499 28
Alterations and improvements at the following named school buildings:		
Northwest Division High, fitting up gymnasium	$ 250 46	
Cooper, flag pole	45 00	

David Swing, changing class rooms	$ 462 00		
Franklin, changing rear entrance	663 00		
Medill, fitting up laboratories and gymnasium	1,455 70		
Montefiore, covered passage way	408 00		
Moseley, changing main entrance	2,005 00		
Ravenswood, drinking fountains	192 00		
Thos. Hoyne, equipping rooms with Luxfer prism	539 00		
Tilden, coal room	597 00		
Surveying	313 50		
		$ 6,930 66	
			$ 129,797 88

GENERAL REPAIRS—

Masonry and brick work	$ 1,409 23	
Lathing and plastering	2,224 20	
Mixed paints, oil, white lead, etc	5,797 16	
Repairing and painting roofs	1,778 79	
Repairs to iron, tin and sheet metal work	5,262 65	
Plumbing, sewerage and gas fitting	10,498 97	
Calcimining	15,079 57	
Cleaning water closet vaults	330 75	
Window glass and putty	4,703 70	
Blackboards	9,678 91	
Cleaning buildings	118 75	
Hardware and nails	7,107 96	
Lumber for sidewalks, fences, etc	18,776 84	
Repairing cement floors	324 32	
Carpenters and laborers wages	71,256 85	
Keep and care of horses	3,038 26	
Stable expenses	2,196 62	
Shoeing horses	540 10	
Whitewashing	3,816 00	
Repairs to wagons, buggies and harness	818 87	
Painting, graining and oiling the interior woodwork of old buildings	10,695 00	
Painting exterior wood, brick, stone and metal work, fences, etc	8,404 86	
Removing ashes and rubbish	2,805 50	
Fitting up branches	7,356 20	
Delivering lumber, hardware, etc., from supply room to school buildings	3,588 88	
Horses, buggies and harness	1,130 00	
Restoring rented buildings	523 40	
Repairing venetian blinds	2,059 86	
Repairing flag poles	380 57	
Repairing electric bells	307 16	
Repairing scales	788 62	
Rebuilding Irving Park School	555 00	
Moving buildings	505 00	
Fitting up offices (Schiller Building)	317 40	
Insurance	1,500 00	
		$ 205,655 45

HEATING APPARATUS—		
Substitution of steam heating apparatus for furnaces Montefoire School building.....		$ 3,480 00
Ventilating apparatus at the following named school buildings:		
Lake High.....	$ 270 00	
Kershaw.....	140 00	
Montefoire.....	1,378 00	
		$ 1,788 00
Additions to steam heating apparatus in the following named school buildings:		
Montefoire.....	$ 118 00	
John McLaren.....	84 00	
Washington.....	15 60	
W. C. Goudy.....	88 00	
		$ 305 60
Heat regulation in the following named school buildings:		
South Chicago High.....	$ 200 00	
Andrew Jackson.....	45 00	
Avondale.....	45 00	
Bismarck.....	50 00	
Brentano.....	45 00	
Colman.....	250 00	
Farragut.....	90 00	
Fulton.....	110 00	
Geo. H. Thomas.....	100 00	
Geo. Howland.....	45 00	
John McLaren.....	65 00	
Lincoln.....	350 00	
Montefiore.....	392 50	
Phil. Sheridan.....	210 00	
W. C. Goudy.....	123 50	
		$ 2,121 00
Furnaces in Irving Park School building.....		350 00
Smokeless furnaces in the following named school buildings:		
South Division High.....	$ 450 00	
Brown.....	450 00	
Carpenter.....	450 00	
Carter.....	450 00	
Clarke.....	1,047 00	
Doolittle, James R., Jr.....	675 00	
Haven.....	450 00	
Hayes.....	450 00	
Keith.....	225 00	
La Salle.....	450 00	
Lincoln.....	675 00	
Medill.....	450 00	
Ogden.....	450 00	
Ravenswood.....	225 00	
Raymond.....	450 00	
Woodlawn.....	450 00	
		$ 7,797 00

Covering Steam Pipes in the following named School Buildings:			
Beale	$ 353 77		
Brighton	120 50		
Calhoun	291 55		
Kominsky	158 26		
Medill	164 66		
Montefiore	255 08		
Moseley	106 25		
Ward	217 04		
Supply Rooms	295 80		
		$ 1,962 91	
Miscellaneous:			
Ordinary repairs to steam heating apparatus	$ 13,493 00		
Ordinary repairs to furnaces and stoves	5,797 19		
Cut lace, gaskets and packing	1,127 30		
Engine and cylinder oil	582 52		
Stoves	1,013 77		
Inspecting boilers	610 50		
Repairing steam pipe covering	686 39		
		$ 23,310 67	
			$ 41,115 18
APPARATUS AND FURNITURE—			
Renewal of old seats and desks		$ 10,021 15	
Principal desks		250 25	
Teachers' tables		1,545 25	
Chairs		2,711 12	
Clocks		509 10	
Repairing and cleaning clocks		519 95	
Book cases and wardrobes		7,131 70	
Window shades		1,985 38	
Ink wells and glasses		887 28	
Repairing old furniture		14,122 43	
German teachers' tables		212 00	
Keyboards		75 00	
Number tables		1,406 00	
Typewriters		522 00	
Office furniture		232 80	
Labor, reseating class rooms		1,959 50	
Model cases and stands		2,823 40	
Gymnasium apparatus		1,119 70	
			$ 48,034 01
RENTAL OF PROPERTY OCCUPIED FOR SCHOOL PURPOSES—			
School Fund lots		$ 11,940 00	
Rooms and buildings		62,763 74	
Offices of Board of Education		13,599 96	
			$ 88,303 70
FUEL—			
Grammar and primary schools:			
Soft coal		$105,933 59	
Hard coal		35,585 73	
Pine slabs		2,665 77	
Carrying in coal		13 75	
Inspecting scales		149 00	
			$ 144,297 84

School Supplies—		
Chalk crayons	$ 797 50	
Slate pencils	519 00	
Lead pencils	2,681 64	
Pen holders	1,187 50	
Pens	4,505 10	
Writing paper	10,742 69	
Cap paper	5,160 00	
Note paper	220 00	
Ink	537 64	
Blank books and stationery	320 19	
City directories	45 00	
Pointers	56 98	
Blackboard rubbers	764 90	
Rent of telephone	441 91	
Wrapping paper and twine	509 22	
Insurance	1,775 00	
Postage and postal cards	2,947 04	
Telegram charges	180 86	
Express charges and car fare	290 76	
Ribbons for diplomas	42 50	
Spelling tablets	4,718 94	
Arithmetic tablets	3,485 58	
		$ 41,929 95
School House Supplies—		
Floor brushes	$ 4,687 73	
Corn brooms	189 00	
Dust brushes	235 15	
Stove brushes	3 33	
Feather dusters	149 76	
Wool dusters	307 20	
Scrub brushes	127 60	
Dust pans	66 60	
Water pails	186 48	
Soap and house savogran	689 35	
Sponges	328 21	
Mops and mop handles	273 63	
Coal hods	34 80	
Ash shovels	108 00	
Common shovels	42 75	
Coal scoops	134 04	
Snow shovels	44 88	
Wheelbarrows	126 00	
Rubber hose	645 50	
Ash hoes	121 80	
Machine and kerosene oil	216 86	
Iron enamel	334 90	
Oil cans	116 72	
Zinc oilers	3 78	
Lantern wicks and globes	153 96	
Hand rakes	12 60	
Axes and axe handles	51 84	
Buck saws	25 50	

Hammers	$ 20 10	
Wrenches	113 82	
Screwdrivers	8 25	
Thermometers	64 80	
Ink vents	75 00	
Tin cups and chains	296 81	
Picks and handles	130 41	
Window platforms	180 00	
Window poles	89 98	
Letter boxes	36 72	
Call bells and gongs	64 56	
Stove and metal polish	43 50	
Door mats	1,194 00	
Key rings	18 50	
Gas	2,000 14	
Rat and mouse traps	96 00	
Ice and mineral water for offices	164 02	
Salt and lime	105 00	
Delivering supplies	677 90	
Electric lamps	283 37	
Padlocks	72 00	
Grass seed	113 15	
Police badges	4 90	
Matches and sundries	22 44	
Waste paper baskets	126 08	
Lawn mowers	68 40	
Flags	636 48	
Step ladders	270 00	
Mortar hoes	10 65	
Post augers	23 80	
Corks	23 43	
Towels, etc	116 13	
Water, "Rogers Park Schools"	75 38	
Stone jugs	16 45	
Toilet paper	123 00	
Scale	9 00	
Trucks	75 00	
Coal carts	962 50	
Supplies for bath rooms	21 84	
		$ 17,800 98
PRINTING AND ADVERTISING—		
Publication of Annual Report	$ 474 12	
Publishing proceedings of Board	1,772 15	
Miscellaneous printing	6,288 23	
Advertising	3,212 37	
Engrossing diplomas	383 80	
		$ 12,130 67
EVENING SCHOOLS—		
Teachers' salaries	$ 67,246 75	
Engineers and janitors' salaries	6,698 10	
Gas and electric light	5,092 29	
Fuel	2,379 54	
Printing	188 05	
Posting notices "Opening of Evening Schools"	70 00	
		$ 81,674 73

SCHOOL LIBRARIES, ETC.—		
Additions to school libraries	$ 4,322 95	
Supplementary readers	23,906 18	
Maps, charts and reference books	4,487 94	
Rebinding library and reference books	561 72	
Rent (Schiller theater)	225 00	
Lunch, at examinations for teachers' certificates	67 10	
		$ 33,520 89
TEXT BOOKS—		
For use of indigent pupils		$ 38,670 22
ANNEXATION—		
Matured bonds	$111,500 00	
Interest coupons	34,918 00	
School orders	13 73	
		$ 146,431 73
COMPULSORY EDUCATION—		
Salaries of superintendent and clerk	$ 3,599 98	
Salaries of attendance agents	12,000 00	
Printing	49 40	
Car fare	18 00	
		$ 15,667 38
HIGH SCHOOLS—		
Salaries of superintendents and teachers	$395,189 66	
Salaries of engineers and janitors	24,822 01	
Stenographers and typewriters	622 00	
Fuel	6,802 82	
Gas	365 70	
Reference books, maps, charts, etc	5,749 87	
Printing	370 90	
Laboratory supplies	915 30	
Philosophical apparatus	2,712 62	
Supplies Drawing Department	749 75	
Diplomas	296 70	
Pianos and organs	1,636 00	
Ink	20 68	
Gymnasium apparatus	1,413 40	
Rent, Calumet High School Branch	112 50	
Miscellaneous repairs six months	5,796 05	
		$ 447,575 96
ENGLISH HIGH AND MANUAL TRAINING—		
Salaries of teachers	$ 28,581 00	
Salaries of engineer and janitor	2,130 49	
Rent	5,400 00	
Fuel	409 86	
Tools and machinery	567 23	
Shop supplies	1,953 19	
Laboratory supplies	119 21	
Reference books, maps, charts, etc	55 02	
Drawing supplies	271 68	
Printing	113 10	
Gas	57 60	
Electric light	117 71	

Electric motor	$ 608 95	
Electric power	1,057 29	
Electric wiring	272 00	
Cases, desks, etc	480 59	
Typewriters	618 00	
Miscellaneous repairs	44 83	
Piano	100 00	
		$ 42,957 75
MANUAL TRAINING IN GRAMMAR SCHOOLS—		
Salaries of teachers	$ 19,789 50	
Tools and machinery	6,782 65	
Shop supplies	7,329 48	
		$ 33,901 63
MANUAL TRAINING AT THE HOUSE OF CORRECTION—		
Salaries of teachers	$ 9,550 50	
Salaries of engineers and janitor	3,510 40	
Tools and machinery	579 35	
Shop supplies	1,035 50	
Drawing tables	274 00	
Fuel	996 34	
Text books, maps, etc	339 82	
Wire guards	152 00	
Miscellaneous repairs	110 01	
		$ 16,547 92
NORMAL SCHOOL—		
Salaries of teachers, Normal	$ 37,697 00	
Salaries of teachers, Normal Practice	12,904 75	
Salaries of engineer and janitor	2,480 00	
Fuel	1,033 25	
Gas	95 40	
Rent	2,544 00	
Text books, reference books, etc	1,064 45	
Printing department	1,976 64	
School supplies	422 16	
Laboratory supplies	307 61	
Care of school grounds	891 51	
Manual training supplies	372 84	
Gymnasium apparatus	249 00	
Diplomas	515 85	
Telescope	325 00	
Insurance	225 00	
Piano	550 00	
Oak cabinet	120 00	
Tent	20 50	
Miscellaneous repairs	372 42	
		$ 64,167 38
MUSIC—		
Salaries of teachers	$ 21,932 50	
Stenographer and typewriter	381 77	
Salary piano tuner	906 45	
Song books, readers, etc	7,616 43	
Printing	34 00	
Pianos	3,575 50	
Tuning, repairing and moving pianos	196 30	
		$ 34,642 95

DRAWING—		
Salaries of teachers	$ 18,490 00	
Stenographer and typewriter	381 78	
Drawing paper	2,044 00	
Drawing books	1,091 84	
Lead pencils	3,184 83	
Charcoal	437 50	
Colored paper	668 76	
Colored chalk	923 00	
Baskets	50 00	
Scissors	869 00	
Mucilage	45 63	
Atomizers	16 96	
Mounting board	1,128 53	
Glue	45 70	
Chalk paper	159 00	
Picture frames and hooks	194 20	
Postage	45 00	
Printing	594 75	
Plants	5 75	
Fixatif	148 50	
Clay	14 78	
Brushes	166 45	
Wicking	21 00	
Colored paper	200 00	
		$ 30,926 96
PHYSICAL CULTURE—		
Salaries of teachers	$ 10,288 25	
Wands	165 52	
Indian clubs and dumb-bells	280 00	
Indian clubs and dumb-bell rrcks	122 30	
Gymnasium apparatus	175 00	
Printing	11 75	
		$ 11,042 82
GERMAN—		
Salaries of teachers	$154,173 29	
German spelling tablets	104 73	
Text books	1,763 25	
Printing	93 60	
		$ 156,134 87
KINDERGARTENS—		
Salaries of teachers	$ 55,515 76	
Supplies	3,936 23	
Pianos	2,555 00	
Tuning and repairing pianos	19 00	
Rent	103 87	
		$ 62,129 86
DEAF MUTE SCHOOLS—		
Salaries of teachers	$ 12,425 51	
Salary of janitor	420 00	
Fuel	90 13	
Text books, maps, etc	134 26	
		$ 13,069 90

LEGAL EXPENSES—		
Legal services and expenses (civil-service case)	$ 2,294 70	
Abstracts of title, court costs, etc	319 35	
		$ 2,614 05
SCHOOL CENSUS—		
Salaries of superintendent, clerks and canvassers	$ 22,485 00	
Maps, books and stationery	365 95	
		$ 22,850 95
CONTINGENT FUND—		
Vaccinating	$ 2,700 00	
Engrossing resolutions	332 50	
Expenses to Springfield	18 00	
Paid Lauretta M. F. Kane	250 00	
		$ 3,350 00
GENERAL FUND EDUCATIONAL ACCOUNT—		
School commission		$ 5,000 00
SPECIAL ASSESSMENTS—		
Curbing, grading and paving Snell street, Motley School lot	$ 642 64	
Curbing, grading and paving Eugenie street, LaSalle School lot	274 49	
Curbing, grading and paving Spaulding avenue, Geo. Howland School lot	925 44	
Curbing, grading and paving Division street, Kosciusko School lot	448 00	
Curbing, grading and paving Elizabeth street, Tilden School lot	524 62	
Curbing, grading and paving Atlantic street, Parkman School lot	15 27	
Curbing, grading and paving Augusta street, LaFayette School lot	819 90	
Curbing, filling and paving Atlantic street, Parkman School lot	7 81	
Curbing, filling and paving Augusta street, LaFayette School lot	272 20	
Grading and paving Ogden avenue, West Division High School lot	727 95	
Curbing, filling and macadamizing Irving Park boulevard, Grayland School lot	571 02	
Curbing, grading and macadamizing South Normal Parkway, Normal School lot	2,383 85	
Curbing, grading and macadamizing Forty-sixth street, Greenwood Avenue School lot	521 87	
Macadamizing Irving Park boulevard, Grayland School lot.	134 66	
Macadamizing Seventieth street, Parkside school lot	280 87	
Cement sidewalk on Dearborn street, Colman School lot	11 61	
Cement sidewalk on Winthrop avenue, vacant school lot	23 00	
Cement sidewalk on Madison avenue, Madison Avenue School lot	18 76	
Plank sidewalk on One Hundred and Thirty-third street, Henry Clay School lot	8 58	
Plank sidewalk on Sangamon street, Beale School lot	3 40	

Plank sidewalk on Nineteenth street, Manual Training of the Blind School lot	$ 95 78
Water supply pipe in Hirsch street, Lowell School lot	137 50
Opening Sixtieth street, from State street to Wentworth avenue, Englewood High School lot	100 18
Lamp posts on St. Lawrence avenue, Frances E. Willard School lot	39 12
Lamp posts on Spaulding avenue, Geo. Howland School lot	25 20
Lamp posts on Evans avenue, Brookline School lot	22 12
Lamp posts on Langley avenue, Brookline School lot	21 01
Lamp posts on Augusta street., LaFayette School lot	61 38
Lamp posts on May street, Bass School lot	37 52
Lamp posts on Escanaba avenue, Phil. Sheridan School lot.	53 04
Lamp posts on South Paulina street, Greene School lot	39 37
Lamp posts on West Twenty-third street, Whittier School lot	35 82
Lamp posts on California avenue, Maplewood Avenue School lot	28 30
Lamp posts on Hermitage avenue, Seward School lot	44 54
Sewer in Eighty-eighth street, Brainerd School lot	33 44
Sewer in South Normal Park-way, Normal School lot	498 06
Sewer in West Sixteenth street, Geo. Howland School lot.	200 48
Sewer in One Hundred and Seventeenth street, Scanlan School lot	253 62
Sewer in Avenue M, Avenue K School lot	216 78
Sewer in Eighty-eighth street, Carpenter Street School lot.	22 67
Sewer in One Hundred and Third street, Gallistel School lot	88 54
System of sewers in sundry streets, Farragut School lot	62 64
System of sewers in sundry streets, Andersonville School lot	32 75
Sewer in Forty-fifth avenue, Kelwyn Grove School lot	185 59
Sewer in Forty-fifth avenue, Moreland School lot	79 79
Sewer in Forty-fifth avenue, Cragin vacant school lot	56 62
Sewer in Forty-fifth avenue, H. H. Nash School lot	133 12
Sewer in Forty-fifth avenue, Amerson School lot	111 00
Sewer in Forty-fifth avenue, Armitage Avenue vacant school lot	142 69
Sewer in Forty-fifth avenue, Park Avenue vacant school lot.	143 83
State, county and city taxes, John M. Smyth School lot	117 42
State, county and city taxes, Morgan and One Hundred and Seventeenth Streets School lot	6 66
State, county and city taxes, Sawyer and Fifty-third Street School lot	33 44
State, county and city taxes, Hartigan School lot	6 81
State, county and city taxes, Franklin School lot	63 65
State, county and city taxas, O'Toole School lot	8 97
State, county and city taxes, Langland School lot	24 44
State, county and city taxes, Oakley Avenue School lot	146 20
State, county and city taxes, Fifty-fourth Street and Union Avenue School lot	50 61
State, county and city taxes, John Spry School lot	84 91
State, county and city taxes, Fifty-fourth Street and Union Avenue School lot	27 97
State, county and city taxes, Fifty-fourth Street and Union Avenue school lot	4 08

State, county and city taxes, Avenue and N and One Hundred and Tenth Street School lot	$ 14 35	
State, county and city taxes, West Seventeenth street, between Loomis and Laflin streets, school lot	136 71	$ 12,344 60
Total expenditures on account of School Tax Fund		$5,923,170 87

SCHOOL FUND.

Your Committee has audited the receipts and expenditures on account of the School Fund for the year ending June 30, 1898, which are as follows:

INVESTMENT ACCOUNT.

Receipts.

Cash on hand for investment June 30, 1897		$ 8,283 25
One per cent. of one year's interest on $5,000 City of Chicago seven per cent. bonds in liquidation of premium paid thereon	$ 50 00	
Charles E. Stacey's mortgage note paid	500 00	
A. B. Stevens' mortgage note paid	1,500 00	
Sarah E. Burbans' mortgage note paid	500 00	
McAuley & Lake, partial payment on mortgage note	750 00	
Jos. McConnell, partial payment on mortgage note	50 00	
Alice Smith, partial payment on mortgage note	300 00	
O. B. Knight, partial payment on promissory note	50 00	$ 3,700 00
Cash advanced by W. A. S. Graham, School Agent		16 65
		$ 12,000 00

Expenditures.

Invested in mortgage note of Melville S. Nichols	$ 12,000 00

INCOME ACCOUNT.

Receipts.

Cash on hand June 30, 1897		$297,000 29	
Rentals—			
Of School Fund property		436,402 83	
Interest—			
City Chicago bonds	$ 9,507 48		
Mortgage loans	36,321 00		
Deferred payment of rentals	151 87		
		$ 45,980 35	
State School Tax—			
On account for 1897		266,846 21	
Miscellaneous—			
Tuition fees non-resident pupils		748 75	
Corrections in teachers' pay rolls		61 87	
From District 4, T. 41, R. 14, Chicago's portion of Township Fund		499 28	
School Tax Fund—			
Amount transferred to pay teachers		3,610,000 00	
			$4,657,539 50

Salaries—			
Superintents and teachers		$ 4,459,222 17	
Expense in connection with re-appraisement of School Fund property—			
Attorney's fees	$ 5,000 00		
Appraiser's fees	75 00		
		$ 5,075 00	
Special Assessments and Taxes—			
System of sewers, Warrant No. 21598	$ 2,954 21		
Water supply pipe, Warrant No. 21259	540 58		
Stone sidewalk on South Clark street assessed on property leased to the late James Goggin	1,555 82		
General taxes of 1897, assessed on property acquired by foreclosure	71 92		
Plank sidewalk on Hegewisch property	8 00		
		$ 5,130 53	
Miscellaneous—			
Rent of box in National Safe Deposit Company's vault	$ 30 00		
Margaret O'Donoghue, dower in Barker lot	75 00		
Insurance, "McAuley & Lake" property	40 00		
Master's fees, "McAuley & Lake" property	108 81		
Accrued interest on mortgage note purchased as an investment	165 00		
Interest refunded W. A. S. Graham, school agent	22 50		
Survey of E. ½ S. E. ¼ Section 34, 38, 14	20 00		
Court costs, abstract, etc	75 09		
Care and custody of School Fund securities	200 00		
		736 40	
Cash on hand in city treasury June 30, 1898		$187,375 48	
			$4,657,539 58

INVESTMENT OF PRINCIPAL.

Your Committee also reports that, in accordance with their duties as prescribed in Section 11 of the Rules and Regulations of the Board, they have examined the securities in the hands of the School Agent and also those in the custody of the Royal Trust Company, representing part of the investment of the School Fund, and found them to agree with the record of the Fund kept in the office of the Board.

Amount of School Fund Principal June 30, 1898 $979,789 19

INVESTED AS FOLLOWS:

Bonds—		
6 City of Chicago 7 per cent bond	$ 6,000 00	
34 City of Chicago 4½ per cent bonds	11,950 00	
335 City of Chicago 4 per cent bonds	175,500 00	
15 City of Chicago 3.65 per cent bonds	1,500 00	
24 City of Chicago 3½ per cent bonds	23,000 00	
16 Hyde Park 4½ per cent School bonds	16,000 00	
Total bonds		$ 233,950 00

Promissory Notes—		
M. H. Reynolds et al. 8 per cent	$ 100 00	
O. P. Knight et al. 8 per cent	100 00	
Total promissory notes		$ 200 00
Mortgage Notes—		
Charles C. Housel, due December 18, 1901, interest 6 per cent	$ 5,000 00	
Carl P. Linquist, due March 22, 1899, interest 6 per cent	8,500 00	
Brita Helena Billings, due March 15, 1899, interest 6 per cent	9,000 00	
Orren V. Stookey, due June 21, 1900, interest 6½ per cent	3,500 00	
Minnie W. Bowen, due October 1, 1901, interest 6 per cent	7,500 00	
Henry Rosier, due September 16, 1899, interest 6 per cent	1,500 00	
Joseph McConnell, due September 18, 1898, interest 6 per cent	100 00	
Joseph McConnell, due September 18, 1899, interest 6 per cent	100 00	
Joseph McConnell, due September 18, 1900, interest 6 per cent	100 00	
Alice Smith, due November 28, 1897, (xetended to Nov. 28, 1898), interest 6 per cent	1,300 00	
Otto F. Scheunemann, due May 29, 1898, (request for renewal), interest 6 per cent	5,000 00	
James B. and Charles Garner, due January 22, 1900, interest 6 per cent	4,500 00	
Henry Altman, due August 27, 1900, interest 6 per cent	8,000 00	
Ole J. I. Bodahl, due September 30, 1900, interest 6 per cent	2,000 00	
Laura E. Ball, due September 7, 1899, interest 6 per cent	1,400 00	
Edward Neeley, due March 1, 1898, interest 6 per cent	500 00	
Edward Neeley, due March 1, 1900, interest 6 per cent	2,500 00	
Melville S. Nichols, due February 10, 1903, interest 5 per cent	12,000 00	
Total mortgage notes		$ 72,500 00
In the hands of the City Comptroller—		
Mortgage note of John P. Neal and the Great Western Railroad Company, due May 1, 1938, interest 5 per cent		650,000 00
Premium Account—		
Paid on bonds purchased		11,455 84
Real Estate—		
The "Barker Lot," being the S. 10 feet of Sub Lot 3, and the N. 10 feet of Sub Lot 4 of Lots 7 and 10, in Block 2, Fractional Section 15 Addition	$ 3,000 00	

The "Busby Lot," being the N. ½ of Lot 14, in Block 60, of Russell, Mather & Roberts' Addition to Chicago	$ 850 00		
The "Hegewisch Property," being Lot 5, in Block 10, in Adolph Hegewisch's Sub. of part of S. ½ of Sec 31, T. 37 N, R. 15 E	1,500 00		
The "Bartlett Property," being Lots 55 and 56, in Block 4, in Hough & Reed's Addition to Washington Heights	400 00		
The "Foot Property," being Lots 2, 3, 4 and 24, in Block 1, in Norwood Park, a Sub. in Section 6, T. 40, R. 13	2,000 00		
The "Milen Property," being the N. ½ of Lot 7, in Block 2, in Hilliard & Hitt's Sub. in the N. W. ¼ of Section 17, T. 37, R. 14	200 00		
The "McAuley & Lake Property," being the W. 25 feet of Lot 6, in Block 10, in Auburn Park	3,750 00		
Total real estate		$ 11,700 00	$979,805
Less amount due W. A. S. Graham, School Agent, advanced in purchase of Melville S. Nichols mortgage note			16 65
			$979,789 19

SPECIAL FUNDS.

Your Committee has also audited the receipts and expenditures on account of the various Special Funds held in trust by the School Agent, for the year ending June 30, 1898, as follows:

RECEIPTS.

Cash on hand June 30, 1897		$ 927 78	
Interest on Principal Invested on Account of—			
Carpenter Fund	$ 40 00		
Michael Reese Fund	80 00		
Moseley Book Fund	425 00		
Newberry Fund	40 00		
W. K. Sullivan Fund	12 00		
Holden Fund	6 00		
Calhoun Fund	22 00		
Sheldon Fund	100 00		
George Howland Fund	70 00		
Jones Fund	60 00		
Foster Medal Fund	300 00		
Perkins Bass Fund	100 50		
From Mrs. Kozminski on Account of—			
Charles Kozminski Fund	300 00		
From Mrs. Hesing on Account of—			
Hesing German Fund	3 80		
		$ 1,559 30	
			$ 2,487 08

EXPENDITURES.

Carpenter Fund	$ 6 15		
Hesing German Fund	17 00		
Sheldon Fund	88 50		
George Howland Fund	186 66		
Newberry Fund	14 15		
Perkins Bass Fund	98 25		
Jones Fund	60 17		
Charles Kosminski Fund	39 55		
Foster Medal Fund	150 00		
		$ 660 43	
Foster Medal Fund—Unexpended balance December 31, 1897, transferred to principal of fund		117 60	
Cash in hands of School Agent June 30, 1898		1,709 65	
			$ 2,487 08

INVESTMENT OF SPECIAL FUNDS.

Your Committee also reports that they have examined and found correct the securities in the hands of the School Agent and in the custody of the Royal Trust Company, representing the principals of the Special Funds invested as follows:

Carpenter Fund, City of Chicago 4 per cent bonds		$ 1,000 00	
Michael Reese Fund, City of Chicago 4 per cent bonds		2,000 00	
Newberry Fund, City of Chicogo 4 per cent bonds		1,000 00	
W. K. Sullivan Fund, City of Chicago 4 per cent bonds		300 00	
Holden Fund, City of Chicago 4 per cent bonds		150 00	
Sheldon Fund, City of Chicago 4 per cent bonds		2,500 00	
Calhoun Fund, City of Chicago 4 per cent bonds	$ 100 00		
Calhoun Fund, Chicago City Railway 4½ per cent bonds	400 00		
		$ 500 00	
Moseley Book Fund, City of Chicago 3.65 per cent bonds	$ 10,000 00		
Mortgage note	1,000 00		
		$ 11,000 00	
Foster Medal Fund, 6 per cent mortgage notes		5,000 00	
Jones Fund, 6 per cent mortgage note		1,000 00	
George Howland Fund, 7 per cent mortgage notes		1,000 00	
Perkins Bass Fund, 6 per cent mortgage note		3,350 00	
Total amount invested			$ 28,800 00
Cash in the hands of the School Agent for investment			1,526 88
Amount of Special Funds investment account, June 30, 1898			$ 30,326 88

JONATHAN BURR FUND.

Your Committee submits the following statement of the receipts and expenditures on account of the Jonathan Burr Fund, held in trust by the City Comptroller for the use of schools, for the year ending June 30, 1898:

RECEIPTS.			
Cash on hand in city treasury June 30, 1897.....		$ 92 93	
One year's interest on principal invested, as follows:			
$ 2,000 in City of Chicago 6 per cent bonds.....	$ 120 00		
14,700 in City of Chicago 4 per cent bonds.....	588 00		
500 in City of Chicago 3.65 per cent bonds.....	18 25		
500 in Cook County 4 per cent bonds.....	20 00		
15,000 in Cook County 5 per cent bonds.....	750 00		
		$ 1,496 25	
			$ 1,589 18
EXPENDITURES.			
Text books for indigent pupils.....		$ 1,488 60	
Cash on hand in city treasury June 30, 1897.....		100 58	
			$ 1,589 18

Your Committee also submits a statement of the amount now invested and on hand belonging to the principal of the Jonathan Burr Fund, the revenue of which is applicable to the purchase of books of reference, apparatus, works of art, text books. etc., for the use of schools:

Principal of Fund, June 30, 1898.....			$ 32,700 00
Invested as follows:			
22 City of Chicago 4 per cent bonds	$ 14,700 00		
1 City of Chicago 3.65 per cent bond.....	500 00		
1 Cook County 4 per cent bond.....	500 00		
21 Cook County 5 per cent bonds.....	15,000 00		
		$ 30,700 00	
Cash on hand in City Treasury June 30, 1898....		2,000 00	
			$ 32,700 00

STATEMENT OF BONDED INDEBTEDNESS OF SUNDRY ANNEXED SCHOOL DISTRICTS ASSUMED BY THE CITY OF CHICAGO, AND OUTSTANDING JUNE 30, 1898.

Dis.	*T.*	*R.*	*Bonds.*	*Due.*		*Int. Coupons.*		*Payable.*		*Int. per cent*
5	37,	14	$ 1,000	March	10, 1899	March	10,	September	10.....	6
			1,000	March	10, 1900	March	10,	September	10.....	6
			800	March	10, 1901	March	10,	September	10.....	6
7	37,	14	6,000	August	1, 1899	February	1,	August	1.....	5
			6,000	June	1, 1909	June	1,	December	1.....	5
1	37,	15	20,000	February	1, 1907	February	1,	August	1.....	5
			35,000	August	1, 1908	February	1,	August	1.....	5
6	38,	13	7,000	October	1, 1898	April	1,	October	1.....	5
1	38,	14	10,000	July	1, 1899	January	1,	July	1.....	5
			10,000	July	1, 1900	January	1,	July	1.....	5
			10,000	July	1, 1901	January	1,	July	1.....	5
			10,000	July	1, 1902	January	1,	July	1..... ...	5

Dis.	T.	R.	Bonds.	Due.		Int. Coupons.		Payable.	Int. per cent
			$ 5,000	July	1, 1899	January	1,	July 1.....	4½
			5,000	July	1, 1900	January	1,	July 1.....	4½
			5,000	July	1, 1901	January	1,	July 1.....	4½
			5,000	July	1, 1902	January	1,	July 1	4½
			15,000	July	1, 1903	January	1,	July 1.....	4½
			15,000	July	1, 1904	January	1,	July 1.....	4½
			15,000	July	1, 1905	January	1,	July 1.....	4½
			15,000	July	1, 1906	January	1,	July 1.....	4½
			15,000	July	1, 1907	January	1,	July 1.....	4½
2	38,	14	15,000	September	1, 1899	March	1,	September 1.....	5
			15,000	September	1, 1900	March	1,	September 1.....	5
			15,000	September	1, 1901	March	1,	September 1.....	5
			15,000	September	1, 1902	March	1,	September 1.....	5
			15,000	September	1, 1903	March	1,	September 1.....	5
			15,000	September	1, 1904	March	1,	September 1.....	5
			15,000	September	1, 1905	March	1,	September 1.....	5
			15,000	September	1, 1906	March	1,	September 1.....	5
			15,000	September	1, 1907	March	1,	September 1.....	5
			15,000	September	1, 1908	March	1,	September 1	5
4	38,	14	2,000	February	1, 1899	February	1,	August 1.....	5
			2,000	February	1, 1900	February	1,	August 1.....	5
			2,000	February	1, 1901	February	1,	August 1.....	5
			2,000	February	1, 1902	February	1,	August 1.....	5
5	38,	14	1,000	January	1, 1899	January	1,	July 1.....	5
6	38,	14	11,000	June	1, 1900	June	1,	December 1.....	7
10	38,	14	41,000	June	1, 1903	June	1,	December 1.....	5
			41,000	June	1, 1908	June	1,	December 1.....	5
11	40,	13	3,500	November	1, 1900	May	1,	November 1	6
			3,000	May	1, 1902	May	1,	November 1.....	5
1	40,	14	500	September	1, 1889				6
			60,000	September	1, 1902	March	1,	September 1.....	5
			40,000	September	1, 1906	March	1,	September 1	5
2	40,	14	1,500	July	1, 1899	January	1,	July 1.....	5
3	40,	14	1,000	July	1, 1899	January	1.	July 1.....	5
			1,000	July	1, 1900	January	1,	July 1	5
			1,000	July	1, 1901	January	1,	July 1	5
4	40,	14	5,500	July	1, 1899	January	1,	July 1.....	5
H. S.	40,	14	25,000	July	1, 1905	January	1,	July 1.....	5

Total$605,800

Net decrease in bonded indebtedness during the school year, $111,500.

STATEMENT OF THE COMMITTEE ON FINANCE.

To the Board of Education of the City of Chicago:

The total available for the school year, ending June 30, 1898 was as follows:

Cash balances on hand June 30, 1897:

Account school tax fund	$ 205,929 49
Account school fund	297,000 29

Account Jonathan Burr fund	$ 92 93		
Account special funds	927 78		
		$503,950 49	
RECEIPTS.			
From city school tax	$6,640,692 49		
From State tax	266,846 21		
From interest and rentals	482,383 18		
From investments Jonathan Burr Fund	1,496 25		
From investments and donations account of Special Funds	1,559 80		
From miscellaneous sources	5,234 53		
		$7,398,211 96	
			$7,902,162 45

The items of expenditures are as follows:

Superintendents' and teachers' salaries, Primary and Grammar schools	$3,682,684 45		
Superintendent and teachers' salaries, High schools	395,189 66		
Teachers' salaries, English, High and Manual Training School	28,581 00		
Teachers' salaries, manual training in Grammar schools	19,789 50		
Teachers, salaries, manual training at the House of Correction.	9,556 50		
Teachers' salaries, Normal and Practice School	50,601 75		
Teachers' salaries, drawing	18,490 00		
Teachers' salaries, music	21,932 50		
Teachers' salaries, German	154,178 29		
Teachers' salaries, physical culture	10,288 25		
Teachers' salaries, Kindergarten.	55,515 76		
Teachers' salaries, Deaf Mute schools	12,425 51		
	$ 776,537 72		
Total for superintendents' and teachers' salaries		$1,459,222 17	
New school sites and additions to old sites	$ 95,665 00		
New school buildings and incidental expenses in connection with the erection of same	526,803 77		
Furnishing new buildings	8,860 58		
Permanent improvements, alteration of old buildings, substituting steam heat for furnaces, etc.	168,126 09		
Taxes and special assessments	12,344 60		
General repairs to buildings, furniture, heating and ventilating apparatus	256,476 43		
Salaries engineers and janitors of Grammar and Primary schools.	392,252 95		

Official salaries		$ 60,662 58
Evening schools		81,674 73
Fuel, Grammar and Primary schools		144,297 84
School supplies, including ink, paper, pens, pencils, crayons, stationery, etc		41,929 95
School libraries, reference books, maps, charts, globes, etc		33,520 89
School house supplies, printing and advertising		29,931 65
Text books for indigent pupils		40,158 82
Rentals of sites and buildings		88,303 70
Compulsory education		15,667 38
Abstracts of title, court costs, attorney's fees, etc		2,614 05
Matured bonds and interest coupons of annexed school districts		146,431 73
Advanced Department of Public Works for water and sewer pipes		1,225 00
Care and management of school fund		10,9?1 93
Manual training at the House of Correction—		
For salaries engineer and janitor, fuel, tools, shop supplies, machinery, etc		6,997 42
High Schools—		
Salaries engineer, janitors and stenographer	$ 25,444 01	
Fuel	6,802 82	
Apparatus, laboratory supplies, gas, reference books, diplomas, printing, etc	11,845 17	
Pianos, drawing supplies, rebinding books, etc	2,385 75	
Rent of branch, miscellaneous repairs (6 months)	5,908 55	
		$ 52,386 30
English High and Manual Training School—		
Salaries, engineer and janitor	$ 2,130 49	
Rent, fuel, gas and electric light	5,985 17	
Electric motor, machinery and tools	1,176 18	
Lumber, hardware, nails, laboratory supplies, foundry supplies, etc	2,072 40	
Printing, drawing supplies, reference books, rebinding books, maps, charts, etc	439 80	
Piano, cases, desks and typewriters	1,198 59	

Electric wiring and miscellaneous repairs	$ 316 83		
Electric power for running machinery	1,057 29		
		$ 14,376 75	
Incidentals for special and optional studies as follows—			
Music--			
Pianos, songs, piano tuner, stenographer, printing, etc		12,710 45	
Drawing—			
Paper, models, pencils, books, stenographer, scissors, etc		12,436 96	
German—			
Text books, tablets, printing, etc.		1,961 58	
Physical Culture—			
Wands, dumb bells, Indian clubs, etc		754 57	
Kindergartens—			
Supplies, pianos, rent, etc		6,614 10	
Deaf Mute Schools—			
Salary of janitor, fuel, text books, etc		644 39	
Manual Training in Grammar Schools—			
Tools, machinery, shop supplies, etc		14,112 13	
School census, 1898		22,850 95	
Contingent fund, educational account		3,300 50	
General fund, educational account		5,000 00	
Special funds, text books, medals, prizes, etc		777 43	
Normal School—			
Salaries engineer and janitor	$ 2,480 00		
Fuel, gas, rent of branches	3,672 65		
Salaries and supplies printing department	1,976 64		
Salary of gardener and care of grounds	891 51		
Laboratory supplies, reference books, diplomas, etc	2,682 91		
Apparatus, piano, cabinet, etc	1,244 00		
Insurance and miscellaneous repairs	617 92		
		$ 13,565 63	
			$2,326,378 68

Cash in the hands of the City Treasurer June 30, 1898, as follows:		
Account School Tax Fund.....	$ 927,375 74	
Account School Fund	187,375 48	
Account Jonathan Burr Fund....	100 58	
		$1,114,851 80
Cash in hands of the School Agent June 30, 1898:		
Account Special Funds, Income Account.....		1,709 65
		$7,902,162 45

Respectfully submitted,

HOWARD H. GROSS,
CLAYTON MARK,
JOSEPH H. STRONG,
GRAHAM H. HARRIS,
BERNARD F. ROGERS.

Committee on Finance.

REPORT OF COMMITTEE ON BUILDINGS AND GROUNDS.

To the Board of Education of the City of Chicago:

The work of the Committee on Buildings and Grounds has been restricted during the year just closed by the failure or refusal of the City Council to promptly concur in the recommendations of the Board of Education for the purchase of sites and erection of new buildings. Instead of having our construction work advanced so as to relieve congested districts at the beginning of the school year, we will not have needed results until midwinter or spring. This has been a matter of grave concern to all of us, and emphasizes the necessity of obtaining relief from the Legislature of the State, so that we may be permitted to condemn school sites and proceed with the erection of buildings without being subjected to annoying delays, which work great injustice to school children and teachers, and involve us in criticism, when the blame belongs elsewhere. With the required authority granted by the City Council in the winter or early spring, we could push construction work, there would be less occasion for maintaining schools in cramped, rented quarters, and we would not be compelled to exclude children from school half a day. We have a substantial balance to the credit of the building fund—most of it contracted for,

however—but we have three hundred and thirty-two rooms in rented buildings as against two hundred and eighty-two a year ago. Including those rented, we now have four thousand three hundred and twelve rooms altogether, or one hundred and fifty more than a year ago, from which it would appear that we have only increased our own accommodations about one hundred rooms.

The following tables give the work in detail, and by contrasting the buildings finished during the year with those commenced and not finished during the year, our purpose in complaining of councilmanic delays will be all the more apparent.

SCHOOL BUILDINGS FINISHED DURING 1897-98.

SCHOOL AND LOCATION.	ROOMS.	AWARDED.	EST. COST.
Workshop, Monroe near Halsted.....		April 7, 1897	$ 48,618 54
Medill Addition, W. 14th Pl., bet. Throop and Loomis.....	*12	April 21, 1897	46,959 95
Calhoun Addition, Jackson Blvd. and S. Francisco Av	† 9	May 5, 1897	58,427 04
Ward Addition, Shields Av. and 27th St.....	* 9	June 30, 1897	43,463 80
Beale Addition, Sangamon and 61st Sts.....	†12	July 14, 1897	46,979 81
Montefiore (alterations), Sangamon and Grand Av....		July 14, 1897	11,971 57
Lake High (alterations), 47th and Union Av.....	3	Sept. 1, 1897	3,139 93
Pickard (alterations), 21st Pl. and Oakley Av., kindergarten.....		June 2, 1897	839 00
David Swing (alterations), String St., bet. 16th and 17th.....	2	Sept. 1, 1897	524 25
Gladstone (alterations), Robey and Washburn Av.....		Sept. 1, 1897	
Worthy (Bridewell), drawing tables, etc.		Sept. 1, 1897	870 40

SCHOOL AND LOCATION.	ROOMS.	AWARDED.	EST. COST.
Ambrose E. Burnside, 91st Pl. and Langley Av.	†12	Sept. 8, 1897	$ 56,438 97
Farragut (alterations), Spaulding and 23d St.	2	Sept. 22, 1897	1,077 87
Arnold Addition, Center and Burling Sts.	†7	Oct. 22, 1897	34,760 58
Andrew Jackson (alterations), Sholto St.	*	Dec. 15, 1897	789 85
Edgebrook, Ormonde Av. and Carpenter Rd.	2	Jan. 12, 1898	9,023 34
Edgewater, Winthrop Av., bet. Ardmore and Thorndale	2	Feb. 9, 1898	9,706 10
Longwood Addition, 95th and Prospect Av.	2	Feb. 9, 1898	8,466 83

* With Kindergarten.
† With Assembly Hall.

SCHOOL BUILDINGS COMMENCED AND NOT FINISHED DURING 1897-98.

SCHOOL AND LOCATION.	ROOMS.	AWARDED.	EST. COST.
Gallistel, Avenue K and 104th St.	*16	Dec. 1, 1897	$ 75,000 00
Frances E. Willard, St. Lawrence Av. and 49th	*22	Dec. 23, 1897	80,000 00
Bryant Addition, W. 41st St., bet. 13th and 14th Sts.	*10	Feb. 9, 1898	40,000 00
Lake View High Addition, Ashland and Graceland Avs.	*16	Feb. 23, 1898	100,000 00
Lafayette Addition, Augusta St. and Washtenaw Av.	12	Feb. 23, 1898	40,000 00
Englewood High Addition, 62d St. and Stewart Av.	* 5	Mar. 23, 1898	50,000 00
Fallon Addition, Wallace and 42d Sts	*†10	April 6, 1898	40,000 00
McPherson Addition, Wolcott near Lawrence Av.	6	April 20, 1898	25,000 00
O'Toole Addition, 48th and Bishop Sts.	13	May 18, 1898	50,000 00
Farren Addition, Wabash Av. near 51st St.	*12	May 18, 1898	60,000 00
John Spry, Southwest Blvd. and W. 24th St.	*22	May 18, 1898	80,000 00

SCHOOL AND LOCATION.	ROOMS.	AWARDED.	EST. COST.
Normal Practice, Stewart Av. and 68th St..	*22	June 15, 1898	$100,000 00
Frank J. Jirka, 17th St., bet. Laflin and Loomis Sts.	*22	June 15, 1898	80,000 00
Englewood High (boiler house).		June 29, 1898	10,000 00
Northwest Division High Addition.	6	June 29, 1898	15,000 00
Moseley (alterations) Michigan Av. and 24th Sts.		June 29, 1898	2,500 00

*With Assembly Hall.
†With Kindergarten.

Plans have been prepared for a 6-room addition to the Alcott School, and proposals will be invited within a short time. In process of preparation are the plans for a 9-room addition to the Motley School, a new 22-room and assembly hall building on Oakley avenue, between Division and Potomac avenue, a new North Division High School, at the corner of Orchard and Center streets, which will be contracted for in the near future. Sketches have been prepared and contracts will be rapidly executed for a number of additional buildings in various districts of the city, providing increased accommodations for many of the over-crowded sections.

In planning our buildings we have followed the same lines of improvement begun last year and already noted in our previous annual report. We have, wherever possible, deemed it good policy to build additions rather than separate schools. With the new buildings the Architect has been working towards a standard plan for a 22-room school, the size most frequently required, and we believe we are rapidly approaching a degree of perfection where economy of arrangement will be in keeping

with minimum cost. While preserving uniformity in our interior plans we have endeavored to give such variety to the external features as was demanded by the public, to make variety not a matter of haphazard, but to adjust each building to its environment. Our schools being situated in neighborhoods varying in character so greatly, no one type of architecture would be suited to such variation, consequently our Architect has striven to adapt the design of each building to its location. By exercising economy in the design, studying architectural effect without resorting to elaborate and expensive ornamentation, and being scrupulously careful in the selection of materials, we have, without adding to the cost, curtailed expenditures on the exteriors and improved the interior construction. We are now going further and a special committee has been to the east with a view to the adoption of fire proof construction. Impressed with the dangerous fire risk, we have favored the substitution of iron stairways for wooden, and cement or burlap wainscoting for wooden. In some instances we have changed the corridor flooring from wood to cement, so that there should be nothing in the corridors to spread fire.

The awarding of the contracts for the John Spry School for completely fire proof construction marks a new epoch. We have set a high mark of excellence in the Architect's Department in the belief that we can have the best schools in the country. When we bear in mind that some of the old buildings were constructed without any special regard to permanency and have been in use for thirty or forty years, we should

realize that the fire proof buildings we are about to erect are likely to be used for school purposes upwards of half a century, and this permanency should emphasize the importance of the most careful planning and design. It was with this in view that our Architect suggested an examination of eastern schools, not merely to study methods of fire proof construction, but in order to avail ourselves of the best methods of construction, and the best arrangements for school purposes of all kinds.

A year ago the Committee on Buildings and Grounds called attention to changes in school buildings so as to utilize the basements for kindergartens, manual training and play rooms. These changes have proved decidedly advantageous. The installation of the heating apparatus requires a basement story from ten to eleven feet in height, but the space occupied by the apparatus is comparatively small, leaving the greater part of the area not utilized in the older schools except that portions were used for play rooms.

Even these play rooms were seldom intelligently planned for their purpose. When the Committee has ordered accommodations for manual training introduced into a school already erected, it has been found necessary to cut out heavy brick walls at great expense.

We have modified the arrangement and construction of the schools so as to omit about half of the brick division walls, giving larger play rooms with convenient entrances, and we have reserved space in the basements for manual training, kindergarten, cooking, teachers' retiring and toilet rooms, and janitor's

room. In the new buildings the arrangement of the basement is studied with the same care as the other stories, and thus provision is made for the above special features without any enlargement of the building. As a general rule we do not favor placing class rooms in the basement, and when there are rooms for both manual training and kindergarten there is usually no available space left. In special cases there are corner rooms which will make excellent class rooms. Whenever for any reason the basement cannot be well lighted we have located the kindergarten on the first floor, as at the Farren and Fallon schools, so that the utilization of the basement is not carried to the point of giving unsuitable quarters to any department.

We respectfully invite the attention of the public to a comparison of the schools now being erected and those for which plans are in preparation, with the older buildings in this city and with the best schools that are to be found in other cities.

Respectfully submitted,

THOMAS CUSACK,
JESSE SHERWOOD,
THOS. GALLAGHER,
O. C. SCHNEIDER,
OTTO GRESHAM,
JOHN T. KEATING,
CLAYTON MARK,
B. F. ROGERS,
G. H. HARRIS.

REPORT OF COMMITTEE ON COMPULSORY EDUCATION.

To the Board of Education of the City of Chicago:

We herewith submit the annual report of Theodore J. Bluthardt, Superintendent of Compulsory Education:

To the Committee on Compulsory Education:

We have free schools, our taxpayers are very liberal and have made ample provision for the education of our children. They have given outfits to the schools which not only compare with, but are superior to, any in the country.

Our corps of teachers is efficient and diligent in order that their pupils may obtain knowledge. Recognizing this, school attendance should be made compulsory by effective laws. Parents and guardians of children should not alone be compelled to send them to school, but disobedient and incorrigible children should be forced to attend school. If necessary they should be removed from their demoralizing surroundings and placed in parental schools where they may be detained and educated.

These parental schools would be to the erring children a home where pleasant environment and good treatment would go much farther to reform the wayward than the strict and severe discipline of a prison or reformatory for criminals.

Treat them with the care and kindness of a parent, teach them love of humankind, patriotism, and give them a universal training in reading, writing, arithmetic, geography, history and manual training. The results from such training will soon be manifest in useful and intelligent individuals.

By all means the Board of Education should have power to establish and maintain one or more such schools and thereby break up and avoid the formation of bad habits and character and thus save many children from becoming criminals.

All good citizens desire to have these children educated, and we certainly should not permit a reckless and indifferent part of our population to rear their children in ignorance to become a criminal and lawless class within our community.

We should rightfully have the power to arrest all these little beggars, loafers and vagabonds that infest our city, take them from the streets and place them in schools where they are compelled to receive education and learn moral principles. This is the problem of the day and measures cannot be taken any too soon looking toward the betterment of conditions which will make the control of this class easier of solution. One feature of the work of this department which necessarily falls into the hands of the truant officers lies in the meeting with cases requiring co-operation with outside societies for relief in changing conditions, which when existing debar many children from school and which, but for the interest of the officer, might not have been discovered and remedied.

The law under which we are working is much better than the old one. In nearly all instances we succeeded in bringing delinquent parents to terms.

We have served about fifty notices, and in only one case the department deemed it necessary to prosecute, and the negligent parent was fined.

The following is the new law, it having been in effect since July 1, 1897:

An act to promote attendance of children in schools and to prevent truancy, approved June 11, 1897.

CHILDREN TO ATTEND SCHOOL SIXTEEN WEEKS EACH YEAR.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly*, That every person having control of any child between the ages of seven (7) and fourteen (14) years, shall

annually cause such child to attend for at least sixteen (16) weeks, twelve (12) weeks of which attendance shall be consecutive, some public or private school, which time, for pupils under ten (10) years of age, shall commence with the beginning of the first term of the school year of such school, and not later than December 1, of said school year, for pupils above the age of ten (10) years, or as soon thereafter as due notice shall be served upon the person having such control, of his duty under this act; *Provided*, that this act shall not apply in any case where the child has been or is being otherwise instructed for a like period of time in each and every year in the elementary branches of education, by a person or persons competent to give such instruction, or whose physical or mental condition renders his or her attendance impracticable or inexpedient, or who is excused for sufficient reason by any competent court of record.

PENALTY FOR WILFUL VIOLATION.

§ 2. For every wilful neglect of such duty as prescribed by Section one (1) of this act, the person so offending shall forfeit to the use of the public schools of the city, town or district in which such child resides, a sum not less than one (1) dollar nor more than five (5) dollars, and costs of suit, and shall stand committed until such fine and costs of suit are paid.

§ 3. The Board of Education in cities, towns, villages and school districts and the Board of School Directors in school districts, shall appoint at the time of appointment or election of teachers each year, one or more truant officers whose duty it shall be to report all violations of this act to said Board of Education or Board of Directors and to enter complaint against and prosecute all persons who shall appear to be guilty of such violation. It shall also be the duty of said truant officers so appointed, to arrest any child of school going age that habitually haunts public places and has no lawful occupation, and also any truant child who absents himself or herself from school, and to place him or her in charge of the teacher having charge of any school which said child is by law entitled to attend, and which school shall be designated to said officer by the parent, guardian or person having control of said child. In case such parent, guardian or person shall designate a school without making or having made arrangements for the reception of said child in the school so designated, or in case he refuses or fails to designate any school, then such truant officer shall place such child in charge of the teacher of the public school. And it shall be the duty of said teacher to assign said child to the proper class, and to instruct him or her in such studies as he or she is fitted to pursue. The truant officers so appointed shall be entitled to such compensation for services rendered under this act as shall be determined by the boards appointing them, and which compensation shall be paid out of the distributable school fund; *Provided*, that nothing herein contained shall prevent

the parent, guardian or person having charge of such truant child, which has been placed in any school by the truant officer, to thereafter send said child to any other school which said child is by law entitled to attend.

PENALTY FOR FALSE STATEMENT OF AGE.

§ 4. Any person having control of a child, who, with intent to evade the provisions of this act, shall make a wilfully false statement concerning the age of such child or the time such child has attended school, shall for such offense forfeit a sum of not less than three (3) dollars nor more than twenty (20) dollars, for the use of the public schools of such city, town, village or district.

§ 5. Any fine or penalty mentioned in this act may be sued for and recovered before any court of record or justice of the peace of the proper county in the name of the people of the State of Illinois for the use of the public schools of the city, town, village or district in which said child resides.

§ 6. An act entitled "An act concerning the education of children," approved June 19, 1893, in force July 1, 1893, is hereby repealed.

Summary of work done in the compulsory department from September, 1897, to July, 1898:

Total investigations			16,596
From schools		14,379	
From office		201	
From other sources		40	
Found by agents		1,976	
Total			16,596
Truants		4,248	
Non-attendants		12,348	
			16,596
Returned to public schools		9,143	
Returned to private schools		101	
		9,244	
Truants	3,099		
Non-attendants	6,145		
	9,244		
Found attending public schools	309		
Found attending private schools	482		

Total in public schools	9,452	
Total in private schools	583	
Total		10,035
Causes and excuses for others:		
Working out (compelled to earn a living)	399	
Working home (to assist in housework)	287	
Kept at home (temporarily, for such causes as clothes not in readiness, illness or death in family, etc)	953	
Taught at home (by tutor or parent)	15	
Poverty (in need of relief)	444	
Illness (serious complaints)	842	
Physically disqualified (afflicted with St. Vitus' dance, epileptic fits, etc)	28	
Left city	212	
Habitual truant (constantly running the streets)	166	
Not found or moved (having left district)	1,652	
Over or under age (over 14 or under 6 years of age)	804	
Not vaccinated (parents object to vaccination or neglect having it done)	68	
Indifference (parents' carelessness cause of absence)	245	
Incorrigible (fit only for truant school)	147	
Other causes (just having moved into district, no vaccination certificate, suspended, etc)	312	
		6,561
		16,596

RECAPITULATION.

Verification by principals of children placed in public schools from September, 1897, to June, 1898:	
Number names	7,428
Days attendance	708,277½
Average	95
Special cases receiving attention through office	452
Warning notices, under the law, served on delinquent parents	48
Prosecutions following	1
Expense of department from July 1, 1897, to June 30, 1898.	
Salaries—Superintendent, clerk, sixteen agents	$ 15,599 98
Printing, etc	67 40
Total	$ 15,667 38

Expense per capita, as per investigations, 9⅖ cents.

Our department has been very much strengthened by the new law which has enabled the truant officers to enforce our regulations and accomplish good results, as shown by the following comparative table:

	Investigations.	Returned to School.
1894–5	11,878	3,732
1895–6	13,191	4,690
1896–7	13,990	5,626
1897–8	16,596	7,428

In conclusion, I desire to thank the Committee on Compulsory Education, and the members of the Board generally, for the hearty support given myself and those associated with me in my work.

With your assistance we have endeavored to redeem those of the youth of our city who have negligent parents, and it gives me great pleasure to record our success.

THEODORE J. BLUTHARDT,
Superintendent Compulsory Education Department.

Respectfully submitted,

ELLA G. HULL,
A. S. TRUDE,
THOMAS BRENAN,
JOHN T. KEATING,
EVELYN A. FRAKE,
Committee on Compulsory Education.

APPENDIX.

AWARD OF FOSTER DIPLOMAS.

The following pupils were awarded Foster Diplomas at the close of the schools for 1897–98, as follows:

AGASSIZ SCHOOL:

Alice L. Emmons,
Elsa M. F. Claussen.
Anna Lee,
Minna L. Geier.

ALCOTT SCHOOL·

Ethel Skelton,
Clara Gurnee,
Harriett Goodrich,
Harry Nonnast,
Eugenie Drach,
Maud Daniel.

ALICE L. BARNARD SCHOOL:

John M. Anderson,
Arthur N. Bennett.

ANDERSEN SCHOOL:

Janet Grace Miller,
William Wilson,
Leonard Jacob Lambin,
Elisabeth Maria Soderberg,
Josephine Fritch,
Meta Schmidt,
Conrad Hoffmann,
Bella Kauffman.

ARMOUR STREET SCHOOL:

Gunvar Mickelson,
Lloyd Jewell,
Mildred Cooney.

ARNOLD SCHOOL:

Mabel Virginia Lind,
Felix Adler,
Minna L. Harter.

AUBURN PARK SCHOOL:

August Wussow,
Calvin Simpson,
Emile Edelbrock.

AUDUBON SCHOOL:

Celia G. Clifford,
Alice Kavanagh,
Katherine Proesch,
Katie Cordes.

AUGUSTUS H. BURLEY SCHOOL:

William C. Burhop.

AVONDALE SCHOOL:

Otto F. Kuehn,
Estelle M. Bredtschneider.

BANCROFT SCHOOL:

Belle Edwards,
Maud Hoss,
Charles Johnson,
Emma Kroll,
John Eggers,
Clara Brawthen,
Bessie Shay.

BEALE SCHOOL:

Albert Oppenheimer,
Lillie Laing,
Lizzie Smith,
Esther Anderson.

BISMARCK SCHOOL:

Lillie Blessing,
Amanda E. Stapel,
Ward J. Le Gendre.

BLAINE SCHOOL:

Anna Louise Reineke,
Louise W. Grosser,
Maude L. McJames.

BOWEN SCHOOL:

Marie Christiana Reich,
Robert Chalmers Curtis.

BOWMANVILLE SCHOOL:

Birdie Klingel.

BRENTANO SCHOOL:

Eliza A. Voppenschnur,
Einar Sigstad,
Esther A. Linstrum,
Olive M. Robinson,
N. Sture Olson.

BRIGHTON SCHOOL:

Alice M. Holmstrom,
Minnie E. Lahrsen,
Marie A. Woods,
Clara V. Welfelt.

BROWN SCHOOL:

Mabel Rood,
Grace McCasky,
Louise Jenks,
Jessie Damon,
Ralph Fash,
Annie Kay.

BROWNELL SCHOOL:

Helen Louise Nay,
Olive R. Hurlburt,
William O. Banta.

BRYANT SCHOOL:

Maurice Condon,
Marie Cunningham.

BURNSIDE SCHOOL:

Thomas J. Mapp.

BURR SCHOOL:

Martha O. Kopplin,
William Siemsen,
Emma H. Bohnhoff,
Catherine E. Briarton
Marie B. Hahn,
Fannie I. Nahin,
Willie F. Kaehler,
Henry Koenig.

BURROUGHS SCHOOL:

Ambrozine Lamb,
Mamie F. McCabe,
Grace L. Young.

CALHOUN SCHOOL:

Hazel Kelly,
William Kinney,
Allan Carter,
Jessie Whitney.

CALUMET AVENUE SCHOOL.

Florence R. Scott,
Henry Brenwasser.

CARPENTER SCHOOL:

Anna H. Thourson,
Anna N. Olsen,
John F. Hallwachs,
Millie Pedersen,
Dora Stoelke,
Annie Swanson.

CARTER SCHOOL:

Ruth Dorothy Carter,
Alice J. MacPherson,
Florence Compton.

CENTRAL PARK SCHOOL:

Violet Fraser,
Frederick Rogers Baird
Marcia Stanwood,
Ava Arline Stanwood,
Paul M. League.

CHARLES KOZMINSKI SCHOOL:
Grace Kluefer,
Thyrza M. Barton,
Jessie Heber.

CHARLES W. EARLE SCHOOL:
Bennie Killham.

CHASE SCHOOL:
Elizabeth Cody,
Martha Zanger.

CHICAGO LAWN SCHOOL:
Florence Amanda Purse.

CLARKE SCHOOL:
Emma A. Cadmen,
Lillian M. Fitz Gerald,
Josephine M. Delaney,
Edward B. Whitlock,
William C. Reinke,
Mary V. O'Connor,
Augusta J. Boomgarn.

COLMAN SCHOOL:
Paul C. Merbritz,
Mary E. Durkin.

COOPER SCHOOL:
Marianna R. Donarska.

CORNELL SCHOOL:
Ethel Chapman Korte,
Arnold W. Woodrich,
Augusta E. Borling.

CUMMINGS SCHOOL:
Cathlyn G. Barrett.

DARWIN SCHOOL:
Mary A. Sanders,
Annie K. D. Whittlesey.

DAVID SWING SCHOOL:
Fannie C. Frech.

DORE SCHOOL:
Edith Anna Klusman,
Gertrude M. Meaney.

DOUGLAS SCHOOL:
Ida Robinson,
Ray D. Willets,
John F. Finnerty, Jr.,
Isaac Spiegel,
Stoddard Hancock,
Grace A. Radzinski,
Joseph P. Wilson.

D. R. CAMERON SCHOOL:
Olaf Hetlesater,
Ella Norman.

D. S. WENTWORTH SCHOOL:
Mary Bertha Manz,
Edna May Saxe.

ELLEN MITCHELL SCHOOL:
Julia Good,
Harold Warner,
Louise R. Bischoff,
Mabel Todd,
Edna J. Vannatta,
Ethel Butterfield.

EMERSON SCHOOL:
Laura M. Samson,
Kathrine M. Burdine,
Anna Maulsby.

EVERETT SCHOOL:
James Beynon.

FALLON SCHOOL:
Rose I. McGlory,
Lulu D. Keefe,
Maggie V. Costello.

FARREN SCHOOL:
Emily Peterson,
Cassie Ockes,
Agnes O'Hearn.

FERNWOOD SCHOOL:

Ina Belle Blakemore,
Augusta Strom.

FORRESTVILLE SCHOOL:

Ida Marx,
Mae Veronica Garvey,
Grace Thompson,
Stanley Felsenthal,
Jane McMartin Younglove,
Marion Thurston,
Edith Jones.

FRANKLIN SCHOOL:

Ellen Frostenson,
Charles W. Hohenadel,
Annie R. Burke,
Adam Klinger,
Alma Brusevitz,
Gertrude Anderson,
Mae Cleary,
Laura Becker,
Rudolph Johnson,
Henry G. Larson,
Hattie R. Johnson,
Amelia Ruehlman,
Bernard Ehlers,
Maude Henneberg,
Ella Olson.

FROEBEL SCHOOL:

Walter A. Schroeder,
Clara E. Mittelstaedt,
Otto J. Cross,
Annie R. Benesch,
Louise A. Nachtweih.

GALLISTEL SCHOOL:

Agnes Caprez,
Carrie E. Colehour.

GARFIELD SCHOOL:

Clara Tragnitz,
Sadie Levi,
Nathan Siegel,
Bertha Cohn,
Isaac Nilkewitch,
Annie Cohen.

GEO. HOWLAND SCHOOL:

Alberta E. Hammon,
Sigurd Askevold,
Anna G. Joyce,
Olive Hohlwegler.

GEO. H. THOMAS SCHOOL:

Hugo Sundlof.

GEO. W. CURTIS SCHOOL:

Jennie Hughes,
Alma Schroeder,
Olga M. Wadman.

GLADSTONE SCHOOL:

Gertrude Cohn,
George Mach,
Frank McDonald,
Evelyn M. Wallace,
Amos O. Sawtell,
Mary J. White.

GOETHE SCHOOL:

Hazel MacDonald,
Myrtle J. Piper.

GOODRICH SCHOOL:

Mae E. Bradley,
Emily F. Hibbert,
Rose A. Kilroy.

GRAHAM SCHOOL:

Fannie H. Clendening,
Helen L. Reker,
Alice E. Baldwin,
Jeanette F. Swenie,
Alice Tierney,
Eleazar Meyers,
Willie Jones,
Zella Sanford.

GRANT SCHOOL:

Harriett R. Salisbury,
Ila Mae McConnell,
Hazel Louise Brown,
Grace Ermine Murray.

GREENWOOD AVENUE SCHOOL:

Clarence W. Sills,
Mary R. Seymour,
Lucy H. Shaw,
Rosamond Parish,
William F. Brown,
Gladys G. Carpenter.

GRESHAM SCHOOL:

Julian L. Zimmerman,
Pauline Aukes,
Emma F. Jones.

HAMILTON SCHOOL:

Phoebe Carlson.

HAMMOND SCHOOL:

Jerry Klima,
Thomas O'Connor,
Maud C. Miller.

HANCOCK SCHOOL:

Sadie F. Cox,
Anna Olson.

HARRISON SCHOOL:

Sigrid E. Severson,
William John Doerr,
George Wm. Kuhn.

HARVARD SCHOOL:

Mary Agnes Ryan,
Mary Cecelia McCarthy.

HAVEN SCHOOL:

Della C. Hopkins,
Rose E. Barry.

HAWTHORNE SCHOOL:

Hildur E. Peterson,
Bertha Sonnenschein,
Frieda Peterson,
Charles L. Fisk.

HAYES SCHOOL:

Florence M. Vesey,
Loretta M. Ringrose.

HEADLEY SCHOOL:

Emma Caroline Huhnke,
Iva Maud Thompson,
Mamia Lydia Nelson.

HEALY SCHOOL:

Hannah E. Kitzeman,
Pauline Ruth Cohn

HENDRICKS SCHOOL:

Emma M. Wagner,
Paula I. Knoeppel,
Emma S. Gibson.

HENRY CLAY SCHOOL:

George Ross.

HENRY H. NASH SCHOOL:

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Margaret A. Olsen,
May E. Johnson,
Mabel C. Moe,
Ella A. Anderson.

HERMANN RASTER SCHOOL

Annie O'Malley.

HOLDEN SCHOOL:

Katherine M. Grogan,
Esther O. Tallberg.

HOLMES SCHOOL:

Emma Thompson.
Stella Aten,
Gertrude Dowle,
Nettie Shipner.

HORACE GREELEY SCHOOL:

Phill. T. Bixby,
Maurice J. Cooney,
Rosalie Malmgren.

HORACE MANN SCHOOL:

Ethel Trask,
Elizabeth Bailey,
Otto Lohmann.

IRVING SCHOOL:

Eva F. Griffenberg,
Rowena J. Mackinnon,
Martha A. Bates,
Iva Breakey,
Addie Meyers.

IRVING PARK SCHOOL:

Zaidee Belle Morse,
Ethel Summe,
Adelia E. Thompson,
Olga Swenkemd.

JEFFERSON SCHOOL:

Cecilia S. Schirmer,
Mabel M. Kelly.

JEFFERSON PARK SCHOOL:

Daniel Cameron,
Cora R. Peet.

J. L. MARSH SCHOOL:

Richard T. Chorley.

J. N. THORP SCHOOL:

Agnes Anderson.

J. R. DOOLITTLE, JR., SCHOOL:

Sanford M. Hayman,
Grace Williamson,
Anna Sullivan,
Allen Dunham,
Norah Healey.

JOHN CRERAR SCHOOL:

Letitia M. Hogan,
Clare Kennedy,
Mabel M. Tickner.
Lillian R. Varges.

JOHN ERICSSON SCHOOL:

Katie V. Kiernan,
Effie V. C. Slaughter,
Neva Olive Lesley.

JOHN MCLAREN SCHOOL:

Edward L. Swikard,
Harman S. Reed,
Kathryn D. Fitzpatrick,
Nathaniel P. Moerdyke,
Marie Evelyn Glick,
Aimee E. Clements,
Lily L. Baumgart,
Anna Mae Bartlett.

JOHN M. SMYTH SCHOOL:

Fanny Kuhnshefsky,
Clara R. Meissler,
Fannie Feldman,
Etta B. Lipshitz,
Max N. Korshak,
Yetta Scheftel.

JONES SCHOOL:

Nathan Zemansky,
Ida Adele Rosen.

KEITH SCHOOL:

Elizabeth Rowe,
Fred Ryan.

KENWOOD SCHOOL:
Stella F. Ingham,
Gertrude E. MacQuigg.

KERSHAW SCHOOL:
Bertha Kjelstrom,
Mabel Miller,
Bessie Reese.

KING SCHOOL:
Arthur E. Hooven,
Fanny E. Edwards.

KNICKERBOCKER SCHOOL:
Margaret A. Stein,
Isabel R. Nuss,
Roland R. Roehm,
Bessie A. Robertson,
Florence V. Lindholm,
Josephine E. Dold.

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Alma G. Brown,
Sigward C. Fries,
Elmer A. Holmes,
Ethel H. Broberg.

LANGLAND SCHOOL:
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Mary B. Singer,
Laura E. Mothling.

LA SALLE SCHOOL:
Gustave Tuchband.
Lulu Gradle,
Olga Gathman,
May Murphy,
Robert Bell.

LAWNDALE SCHOOL:
Herma Anna Vavra,
Bessie Gertrude Nolan,
Frank Travis,
Alice Winifred Ure.

LEWIS SCHOOL:
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Nellie Waggener,
Louis R. Levings,
Mae E. Ingalls,
Sara Marty,
Jessie B. Gillette,
Muriel Schenkenberg,
Ida M. Pearson,
Stella W. Tuthill.

LINCOLN SCHOOL:
Elsie M. Jager,
Arrigo M. Young,
Arthur A. Schmidt,
Hilgard G. Young,
Edith V. Knox,
Hans J. Rathjen,
Mae A. Rasmussen,
Frances Turner,
Vera L. Hayes.

LINNE SCHOOL:
Florence B. Hitchcock,
Otto Heller.

LOGAN SCHOOL:
Alice Irene Barry,
Louise Zillhart,
Sarah V. Maddock.

LOUIS NETTELHORST SCHOOL:
Aimee G. Brant,
Pauline Mary Heuer,
Lucy Condell,
Kenneth Campbell,
Clara L. Lake.

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Gunda Kloster,
Mary G. Edgar,
Elmer Liessman,
Ethel Leachman,
Agnes L. Hart.

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Mary H. Renehan.

McCLELLAN SCHOOL:
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Catherine C. McDermott,
Mary G. Goode.

McCOSH SCHOOL:
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Emma L. Clauss,
Milton E. Towne,
Gertrude L. Moyer,
Thomas Daley.

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Walter R. Snyder,
John H. Frost.

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Margaret E. Kaliher,
Reuben S. Price, Jr.

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Barbara T. Peters.

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Charles H. Creighton,
Clara L. K. Ginzburger,
Cora Linn Piggott,
Ivy Jennie Tomlinson,
Miriam C. Byrne,
Maude A. Croak,
Hazel H. Huke,
Harriet L. Robertson,
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Bessie Summerhays,
Helen Gray,
Edna Summerhays,
Bessie Steward.

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Guy Chamberlin,
Minnie Kopf,
Irene Pollak,
Olive Sullivan.

MONTEFIORE SCHOOL:
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Astrid T. Tonneson.

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Robert Watson.

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Annie Adams,
Daisy Lanier,
Bernice Benson,
Fae Leonard.

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Marguerite Henry,
Delphine Corkell.

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Annie Bourke,
Lida Curtin,
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Anna D. H. Berndt,
Elise Wilhelm.

NORWOOD PARK SCHOOL:
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Margaret Hincks,
Edna L. Miller.

OAK RIDGE SCHOOL:

Eugene B. Houseman,
Oscar Hortop.

OGDEN SCHOOL:

Hannah Christianson,
Nettie Baumann,
Florence Mann,
Grace Bowman,
Grace MacArthur,
Elmer Sawtelle.

PARK MANOR SCHOOL:

Florence Collins,
Nellie Pritchard.

PARKSIDE SCHOOL:

Margaret Peterson.

PERKINS BASS SCHOOL:

Mary Nachel,
Nellie Tinsley.

PHIL. SHERIDAN SCHOOL:

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William T. Thompson,
Romaldi W. P. Daszkiewicz.

PARKMAN SCHOOL:

Margaretta L. Thomas,
Margaret M. Kennedy,
Esther E. West,
Anna J. Bergh,
Bertha A. Sandberg.

PRESCOTT SCHOOL:

Gertrude Rink,
William Schreiber.

PULLMAN SCHOOL:

Gottlieb Phillips,
Frederick Secord,
John H. Peterson.

RAVENSWOOD SCHOOL:

Margaret Hammond,
Ella Trelease,
Mabel L. Anderson,
Charlotte R. Gardner,
Harriet Kendall Burr,
Adele M. Hirschfield.

RAY SCHOOL:

Annie Durkin,
Vera Helen Hale.
Irma Estella Rice,
Helen Banning,
Florence H. Whiting,
Alice Pendergast.

RAYMOND SCHOOL:

Albert E. Crawford,
Charles Walter Paltzer,
Harriet Ellbogen,
Gertrude I. Magnus,
Ida M. Aldrich,
Rose M. Cope.

RICHARD YATES SCHOOL:

Anna Sandahl,
Martha Kirner,
Charles Hirschman,
Robert Pye,
Caroline Brynildson,
Anna Johnson,
Alma Stromgren,
Laura Nieberger.

ROGERS PARK SCHOOL:

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Emma A. Doland,
Laura M. Hale.

ROSE HILL SCHOOL:

Alice Donovan.

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Harry E. Welton,
Perry E. Dolan,
Russell J. Matthias.

SCAMMON SCHOOL:

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Marcia Conwisher,
Edward Cohen.

SCANLAN SCHOOL:

Blanche Watkins.

SCHILLER SCHOOL:

Frieda A. Sachs,
Edna F. Hoglund.

SEWARD SCHOOL:

Alice M. Geary,
Minnie M. Wimmer.

SHERMAN SCHOOL:

Harriet M. Rampenthal,
Edna F. Fleckensteine,
Thomas J. Donohue.

SHERWOOD SCHOOL:

Gertrude Graham,
Ida Dora Gartling,
Nellie E. Mattson,
Clara Bell Lee.

SHIELDS SCHOOL:

Mazie W. McConnon.

SKINNER SCHOOL:

Florence M. Sparr,
Olive A. Barkdull,
Alfred W. Bentz,
Clara C. Hallstrom,
Charlotte F. White,
Irma C. Mouffe.

SPRINGER SCHOOL:

George H. Martin,
Alice C. McKeough.

STONY ISLAND AVENUE SCHOOL:

Bertha B. Lutz.

SUMNER SCHOOL:

Hugh Reid,
Albert E. Greenleaf,
Helene Agnes Coates,
Christina Campbell,
Ethel M. Baker,
Arthur C. McLaren.

TAYLOR SCHOOL:

Hilma Hedberg,
Frank J. Gainer.

TENNYSON SCHOOL:

Adelmar Brainard,
Grace Sheehan,
Sarah G. Jones.

THOMAS BRENAN SCHOOL:

Charles Weiland.

THOMAS CHALMERS SCHOOL:

Gerda J. Leander,
Annie M. Paton,
Olga A. Bauer,
Adeline S. Ryder,
Ivy M. Baldrey,
Bertha E. Eickstaedt.

THOMAS HOYNE SCHOOL:

Annie E. Kempf,
Richard Schulze,
H. Lucile Spaulding,
Bessie B. Schneider,
Eugene J. Banner.

THROOP SCHOOL:

Helen Mautner,
Mabel M. Stepina,
Rosa M. Keyr,
Florence E. Jacobi.

TILTON SCHOOL:

Mabel Turner,
Lillie E. Ross,
Alvida Kramer.

TILDEN SCHOOL:

Clare Lucia Benedict,
Mabel Victoria Sinclair,
Elizabeth M. Rider.

VAN VLISSINGEN SCHOOL:

Minnie Prince,
Clara Hazekamp,
Grace A. Brennan.

VICTOR F. LAWSON SCHOOL:

Mary C. Klich.

VON HUMBOLDT SCHOOL:

David Klein,
Harry C. Isaacson,
Ida D. Vollertsen,
Robert Weinhard,
Rosie Hausgen,
August H. Van Koughnat,
Alida L. Hoeck,
Victor W. Landin,
Belle D. Hurwitz.

WALSH SCHOOL;

Lucy Buehler,
Edward T. Corbett,
Mary Schwartz.

WALTER SCOTT SCHOOL:

Robert Wilson,
Maud E. Kimball.

WASHINGTON SCHOOL:

Elizabeth M. Colfer,
Hannah M. Johnsen,
Frieda C. Staaden.

W. C. GOUDY SCHOOL:

Margaret Ryan,
Julius Pratt Balmer.

WEBSTER SCHOOL:

Charles O. A. Hylander.
Maggie M. Waldron.

WELLS SCHOOL:

Clara Agnes Gersch,
Josephine A. Janssen,
Edward Pedersen,
Hannah Frank,
Martha Waterman,
Edwin C. Goldbeck.

WEST PULLMAN SCHOOL:

Myrta McClellan,
Irene Engle.

WICKER PARK SCHOOL:

Jennie Hanson,
Helen V. Papenbrook,
Louise Michel,
Louise E. Mitchell,
David Rosenbaum,
Morstella S. Kotelman,
Florence B. Golden.

WM. PENN NIXON SCHOOL:

Josie Hartigan,
Elsie Sandstrom,
Lilla McGawn.

WOODLAWN SCHOOL:
Frank Malone,
Cassie Cooper,
Nettie Stratton.

YALE SCHOOL:
Attie Souder,
Fred Dillon,
Maud Porter,
Herbert Beecher.

Respectfully submitted,

EVELYN A. FRAKE,

D. R. CAMERON,

CAROLINE K. SHERMAN,

ELLA G. HULL,

BERNARD F. ROGERS,

Committee on Special Funds.

SCHOOL SITES—LOCATION, SIZE, VALUE OF LOTS AND IMPROVEMENTS.

SCHOOLS.	LOCATION.	When Erected.	No. of Sittings.	Size of Lot.	Value of Lot.	Value of Furniture and Improvements	Total Value.
English High and Man. Training	Nos. 126-128 S. Jefferson St.				Rented.	$ 30,000	$ 30,000
Englewood High	Stewart Av. to Princeton Av., bet. Chestnut St. and Englewood Av.	1887	609	244.8 x 589	$ 43,200	73,300	116,500
Hyde Park High	Kimbark Av., w. f., bet. 55th and 56th Sts.	1894	1054	250.69 x 175.66	25,000	142,200	167,200
Jefferson High	N. E. cor. Washington and St. Johns Sts.	1883	231	270 x 250	8,100	26,000	34,100
Lake High	S. E. cor. Winter St. and W. 47th Pl.	1886	475	125 x 217.15	13,020	58,550	71,570
Lake View High	N. E. cor. Ashland and Graceland Avs.	1886	445	342 x 160.35	25,440	65,435	90,875
North Division High	N. E. cor. Wendell and Grace Sts.	1883	576	220.55 x 108.95	36,460	70,400	106,860
Northwest Division High	N. E. cor. N. Claremont and Potomac Avs.	1892	758	268.5 x 124	16,110	134,450	150,560
South Division High	S. W. cor. 26th St. and Wabash Av.	1884	868	181.15 x 157.08	54,980	94,620	149,600
West Division High	S. E. cor. Congress St. and Ogden Av.	1885	1,200	267 x 173.3	51,250	164,715	215,965
Adams	Townsend St., w. f., bet. Chicago Av. and Locust St.	1896	1,072	265 x 125.31	70,000	89,390	159,390
Agassiz	S. W. cor. Diversey and Seminary Avs.	1877	770	400 x 120	37,500	20,200	95,200
Agassiz Addition		1888	484		37,500		
Alcott	N. E. cor. Wrightwood Av. and Orchard St.	1883	960	250 x 150	45,000	41,000	86,000
Alice L. Barnard	N. W. cor. 104th and Charles Sts.	1893	810	380 x 210	6,300	73,000	79,300
Ambrose E Burnside	N. W. cor. 91st Pl. and Langley Av.	1898	624	235 x 125.5	5,500	58,200	63,700
Amerson Br. of Henry H. Nash	N. E. cor. Hubbard and W. 50th Sts. (Closed)	1882		175 x 120	4,200	4,500	9,200
Amerson Annex	Closed					500	
Andersen	S. E. cor. Lincoln and Division Sts.	1885	810	315.5 x 109.08	31,500	56,000	146,140
Andersen Addition		1893	726	124.4		58,640	
Andersenville, Br. W. C. Goudy	S. W. cor. Clark and N. 59th Sts.	1888	252	117.48 x 333	11,300	9,800	21,100
Andrew Jackson	Sholto St., e. f., from Good to Better Sts.	1894	996	100.44 x 168.76	29,200	68,750	97,950
Armour Street	S. E. cor. Armour and W. Ohio Sts.	1879 / 1893	1,236	170 x 150	17,000	81,375	98,375
Arnold	N. E. cor. Burling and Center Sts.	1884 / 1898	1,182	198 x 124	27,600	94,160	121,760
Auburn Park	Butler St., w. f., bet. 80th and 81st Sts.	1891	448	125 x 265.6	5,000	34,200	39,200
Audubon	N. E. cor. Cornelia St. and Hoyne Av.	1894	963	264 x 175	8,340	73,285	81,625
Augustus H. Burley	Noble Av., s. f., bet. Paulina St. and Ashland Av.	1896	1,160	254.1 x 133	12,300	90,515	102,815
Avondale	S. E. cor. N. Spaulding and Wellington Avs.	1895	567	297.25 x 123.25	8,300	43,000	51,300
Avondale Branch	S. E. cor. Milwaukee Av. and Diversey St.	1880	178	228.8 x 291.8 / 188.2	7,800	11,000	18,800
Bancroft	Maplewood Av., e. f., bet. Waubansia and North Avs.	1892	1,012	223 x 125	8,600	80,700	89,300
Beale	Sangamon St., w. f., bet. 60th and 61st Sts.	1892 / 1898	1,624	298.5 x 125	11,400	129,930	141,330

SCHOOL .SITES—LOCATION, SIZE, VALUE OF LOTS AND IMPROVEMENTS—Continued.

SCHOOLS.	LOCATION.	When Erected.	No. of Sittings.	Size of Lot.	Value of Lot.	Value of Furniture and Improvements	Total Value.
Beaubien	N. W. cor. Hirsch St. and N. 41st Ct	1894	162	192 x 125.75	$ 6,300	$ 9,225	$ 15,525
Belle Plaine Avenue	S. W. cor. Leavitt St. and Belle Plaine Av	1893	249	225 x 124.16	6,750	12,370	19,120
Bernard Moos	California Av., w. f., bet. Waubansia and Bloomingdale Avs.	1881	586	130.88 x 125.25	6,000	28,300	34,300
Bismarck	N. W. cor. McLean and Central Park Avs	1896	1,098	266.5 x 149.5	15,370	79,400	94,770
Blaine	N. E. cor. Grace and Janssen Sts	1893	1,144	250 x 166.26	12,500	78,465	90,965
Bowen	N. E. cor. 93d St. and Houston Av	1876 1888	556	140 x 171.66	16,370	76,625	92,995
Bowmanville	Washington St. to Foster St., near Lincoln Av	1874	246	120 x 324.85	3,500	11,315	14,815
Brainard	Washburne Av., n. f., west of Hoyne Av	1885	810	175 x 124	8,750	52,700	61,450
Brainerd Branch, Gresham	Girard Av., w. f., bet. 88th and 89th Sts	1889	196	150 x 125	3,000	17,090	20,090
Brentano	N. Fairfield Av., w. f., bet. Shubert and Diversey Avs	1893	1,038	250 x 125.8	9,200	80,280	89,480
Brighton	35th St., n. f., bet. Lincoln and Robey Sts	1880	694	207 x 134	13,190	37,000	92,110
Brighton Addition		1886	487			41,920	
Brown	Warren Av., s. f., bet. Hermitage Av. and Wood St	1857	468	266 x 122.1	34,870	44,450	127,420
Brown Addition		1870	662			48,100	
Brownell	Perry Av., w. f., bet. 65th and 66th Sts	1888	625	174 x 180.3	15,660	49,500	65,160
Bryant	W. 41st Pl., w. f., bet. 13th and 14th Sts	1894	548	275 x 125	9,650	41,740	51,390
Buckley	N. E. cor. S. Hermitage Av. and 43d St	1879	389	285 x 126	8,550	20,700	29,250
Burnside	S. W. cor. Burnside and Champlain Avs	1889	179	123 x 150 / 60.5	1,600	3,000	4,600
Burr	S. W. cor. Ashland and Waubansia Avs	1873	539	298.65 x 299.30	22,000	38,000	185,840
Burr Addition		1885	672			43,700	
Burr Addition		1897	775			82,140	
Burroughs	S. W. cor. Washtenaw Av. and W. 36th Pl	1893	756	216.85 x 125	6,700	77,950	84,650
Calhoun	N. E. cor. W. Jackson St. and Francisco Av	1881 1897	1,290	250 x 121	29,000	106,210	135,210
Calumet Avenue	Calumet Av., w. f., bet. 26th and 28th Sts	1871	658	146 x 177.25	29,200	34,000	63,200
Carpenter	S. W. cor. Centre Av. and Huron St	1868	874	205 x 213	30,750	58,000	154,340
Carpenter Addition		1891	693			65,590	
Carter	N. E. cor. Wabash Av. and 61st St	1895	341	198 x 170	22,000	34,500	108,900
Carter Addition		1894	510			52,400	
Central Park	S. E. cor. Walnut St. and Kedzie Av	1881	816	209 x 150	16,720	50,000	66,720
Champlin	On Englewood High School Lot	1892	860			71,690	71,690
Charles Kozminski	N. E. cor. Ingleside Av. and 54th St	1897	754	213 x 158.5	20,100	95,530	115,630
Charles Warrington Earle	S. E. cor. 61st St. and S. Hermitage Av	1896	580	225 x 124.32	5,000	45,860	50,860
Chase	N. E. cor. Cornelia and Point Sts	1894	1,040	264 x 200	13,000	69,800	82,800
Chicago Lawn	65th St., n. f., near Homan Av	1880	166	300 x 300	12,000	5,825	17,825
Clarke	Ashland Av., e. f., bet. 14th and Hastings Sts	1868 1893	1,577	264.3 x 144	35,700	139,970	175,670
Colman	Dearborn St., w. f., bet. 46th and 47th Sts	1887	895	200 x 106	10,000	56,750	66,750
Columbus	Augusta St., s. f., bet. Hoyne Av. and Leavitt St	1886	838	216 x 124.83	15,120	58,000	73,120
Cooper	W. 19th St., s. f., bet. Ashland Av. and Paulina St	1885	859	175 x 125	11,550	52,550	64,100

Cornell	Drexel Av., e. f., bet. 75th and 76th Sts.	1873 1896	1,032	253.26 x 125	8,260	83,735	91,995	
Crawford, Br. Lawndale	25th St., n. f., from S. 43d Av. to S. 43d Ct.	1875	291	362 x 125	7,200	28,300	35,500	
Cummings	Calhoun Av., e. f., bet. 107th and 108th Sts	1883	357	200 x 125	2,800	23,560	26,360	
David Swing	String St., w. f., bet. 16th and 18th Sts.	1895	1,037	192.32 x 123.32	27,000	61,280	88,280	
D. R. Cameron	S. W. cor. Potomac and Monticello Avs.	1897	1,026	200 x 125	3,700	74,400	78,100	
Deaf Mute	Monroe St., bet. Desplaines and Halsted Sts.	1860	100	*		850	850	
D. S. Wentworth	N. W. cor. Sangamon and 70th Sts.	1890 1893 1896	1,352	200 x 125	6,000	124,800	130,800	
Dore (rebuilt in 1893)	W. Harrison St., bet. Halsted and Desplaines Sts.	1867	915	200 x 111	80,000	48,720	128,720	
Douglas	S. E. cor. Forest Av. and 32d St.	1889	1,266	300 x 125.45	60,000	99,830	159,830	
Drexel, Br. Hermann Raster	Oakley Av., w. f., bet. 64th and 65th Sts.	1881	108	122.15 x 125.85	2,500	4,300	6,800	
Drummond	S. W. cor. Clybourn Pl. and Girard St.	1893	1,088	241.5 x 125	5,700	79,700	85,400	
Dummy Junction, Br. Barnard	Dobbin Av., e. f., bet. 98th and 99th Sts.	1890	72	150 x 156.25 134	1,000	2,500	3,500	
Dunning, Br. Wm. Penn Nixon	S. E. cor. W. Addison St. and N. 64th Av.	1895	97	157.9 x 165	1,400	7,800	9,200	
Edgebrook	S. W. cor. Carpenter Road and Ormonde Av.	1898	108	Triangle 195 x 236 8	1,000	9,270	10,270	
Edgewater	Winthrop Av., bet. Ardmore and Thorndale Avs.	1898	118	250 x 150	15,000	8,485	23,485	
Eighty-third St.	N. E. cor. 83d St. and Houston Av.	1893	339	265.52 x 148	7,950	11,500	21,050	
Eighty-third St. Annex		1869	62			1,600		
Ellen Mitchell	S. E. cor. Oakley Av. and Ohio St.	1890	819	205 x 125	27,400	49,500	156,350	
Ellen Mitchell Addition		1892	893	280 x 100		79,450		
Ellis Avenue	N. E. cor. Ellis Av. and 72d St.	1893	228	161.7 x 125	6,900	14,100	21,000	
Elsdon, Br. Chicago Lawn	Archer Av., s. e. f., bet. 49th and 50th Sts.		132	150 x 190	3,000	4,075	7,075	
Elston Road, Br. Linne	S. E. cor. N. Troy St. and Elston Av.	1885	54	103.5 x 74.5 124.2	3,500	1,700	5,200	
Emerald Av., Br. Auburn Park	Emerald Av., e. f., south of 79th St.	1889	267	150 x 144.4	6,000	19,500	25,500	
Emerson	N. W. cor. Walnut and Paulina Sts.	1884	921	157 x 119.4	14,900	54,110	69,010	
Everett	S. E. cor. S. Irving Av. and 34th St.	1892	1,056	288 x 125	7,500	85,435	92,935	
Fallon	N. W. cor. Wallace and 42d Sts.	1880	642	200 x 124	8,000	26,700	34,700	
Farragut	Spaulding Av., e. f., bet. 23d and 24th Sts.	1894	1,146	300 x 125	7,200	78,235	85,435	
Farren	Wabash Av., e. f., bet. 50th and 51st Sts.	1882	655	199.33 x 160.8	20,000	29,640	49,640	
Fernwood	N. E. cor. 104th and Wallace Sts.	1885	180	132 x 150	2,000	4,600	6,600	
Fifty-fifth Street, Br. Shields	S. E. cor. 55th and Rockwell Sts.	1893	216	100 x 294.32 225 x 128.32	8,400	11,550	19,950	
Forest Glen, Br. Irving Park	Part of Lot 2, Caldwell's Reserve, in Section 4, 40, 13.	1846	40	99 x 100	500	600	1,100	
Forest Hill, Br. Hermann Raster	N. E. cor. Western Av. and 79th St.		42	204 x 132	2,540	350	2,890	
Forestville	N. E. cor. St. Lawrence Av. and 45th St.	1892 1896	1,172	220.43 x 126.1	24,600	108,230	132,830	
Foster	N. W. cor. Union and O'Brien Sts.	1857 1891 1896	1,875	173 x 200	21,600	144,500	166,100	
Franklin	Goethe St., bet. Wells and Sedgwick Sts.	1896	1,344	220 x 150 22 x 150	70,500	150,080	220,580	
Froebel	21st st., n. f., bet. Robey St. and Hoyne Av.	1885	1,107	225 x 126.6	13,500	63,200	76,700	
Fulton	S. W. cor. S. Hermitage Av. and 53d St.	1895	956	200 x 125 5	4,230	61,585	65,815	
†Gallistel	N. E. cor. Ewing Av. and 104th St.			200 x 121.5	5,000		5,000	
Garfield	N. E. cor. S. Peoria and Henry Sts.	1882	648	261.35 x 99.5	15,800	47,000	110,075	
Garfield Addition		1884	648			47,275		
George Howland	S. W. cor. Spaulding Av. and 16th St.	1893	1,063	200.15 x 124.95	12,000	81,285	93,285	
George H. Thomas	S. W. cor. Belden Av. and High St.	1890	752	128 x 100	8,960	54,100	63,060	
George William Curtis	S. E. cor. 114th Pl. and State St.	1893	968	268.4 x 124.44	8,880	79,475	88,305	

SCHOOL SITES—LOCATION, SIZE, VALUE OF LOTS AND IMPROVEMENTS—Continued.

SCHOOLS.	LOCATION.	When Erected.	No. of Sittings.	Size of Lot.	Value of Lot.	Value of Furniture and Improvements	Total Value.
George Schneider	S. E. cor. Hoyne and Wellington Avs	1896	918	200 x 124.73	$ 8,375	$ 80,385	$ 88,760
Gladstone	S. E. cor. Washburne Av. and Robey St	1894	927	192.53 x 124.24	16,000	69,480	85,480
Goethe	Rockwell St., e. f., bet. Milwaukee and Fullerton Avs	1895	1,055	213 x 183.48	10,650	80,210	90,860
Goodrich	S. E. cor. Taylor and Sangamon Sts	1890 / 1896	1,337	214 x 100	32,000	100,000	132,000
Graham	N. W. cor. 45th and Winter Sts	1873	618	300.75 x 124	21,000	26,000	103,400
Graham Addition		1890	645			56,400	
Grant	Wilcox Av., n. f., bet. Western and Campbell Avs	1885	824	204 x 122	16,320	59,710	76,030
Grayland, Br. Irving Park	Irving Park Blvd., near Milwaukee Av	1836	212	½ acre irregular, 141.9 ft. on I. P. Blvd	5,700	9,210	14,910
Greenwood Avenue	S. E. cor. Greenwood Av. and 46th St	1893	884	187.36 x 185	32,490	79,500	111,990
Gresham	S. E. cor. 85th and Green Sts.	1886	192	225 x 126.6	4,500	12,000	57,490
Gresham Addition		1895	414			40,990	
Hamilton	Cornelia St., s. f., bet. Marshfield Av. and Paulina St	1888	898	266 x 175	18,925	42,400	61,325
Hammond	W. 21st Pl., n. f., bet. California Av. and Southwest Blvd	1890	1,038	200 x 125	5,200	76,700	81,900
Hancock	N. E. cor. Princeton Av. and Swann St		216	101.5 x 354.05	15,200	7,400	65,220
Hancock Addition		1885	649			42,620	
Hanson Park, Br. Wm. P. Nixon	Grand Av., w. of and near W. 54th St	1877	324	200 x 150	*	6,270	6,270
Harrison	23d Pl., n. f., bet. Princeton and Wentworth Avs	1886	1,004	175 x 125	11,375	73,970	85,345
Hartigan	Armour Av., w. f., near Root St	1885	550	78 x 104 / 25.50 x 125	5,270	42,810	48,080
Harvard	Larmon Av., w. f., bet. 75th and 76th Sts	1889	297	2 0 x 160 6	11,000	20,300	31,300
Haven	Wabash Av., e. f., bet. 14th and 16th Sts	1885	1,080	150 x 170	150,000	83,220	233,220
Hawthorne	School St., s. f., bet. Seminary and Clifton Avs	1886 / 1895	1,251	263.3 x 159	18,430	87,020	105,450
Hayes	Leavitt St., e. f., bet. Walnut and Fulton Sts	1868	870	267 x 140	26,700	48,950	75,650
Headley	N. E. cor. Lewis St. and Garfield Av	1873	756	195 x 125	20,000	39,600	59,600
Healey	Wallace St., w. f., bet. 30th and 31st Sts	1885 / 1895	1,350	222.5 x 125.16	14,140	84,870	99,010
Hedges	N. E. cor. Thomas and 48th Sts	1890	652	308.5 x 124.66	7,700	44,190	51,890
Hendricks	S. E. cor. Shields Av. and 43d St	1884	845	198 x 124	11,880	40,075	51,955
Henry Clay	N. E. cor. 133d St. and Superior Av	1887	400	264.77 x 185.62	17,500	21,150	38,650
Henry H. Nash	S. E. cor. Erie and W. 49th Sts	1896	1,136	210 x 120.55	6,450	83,215	89,665
Hermann Raster	N. E. cor. Wood and 70th Sts	1893	432	200 x 124.7	3,600	42,200	45,800
Hermosa	S. E. cor. Armitage and Tripp Avs	1888	Closed.	100 x 125	3,000	3,000	6,000
Hoerner	W. 47th Pl., s. f., bet. Aberdeen St. and Centre Avs	1887	132	75 x 125.9	1,875	1,300	3,175
Holden	N. E. cor. Loomis and 31st Sts	1868	824	273.8 x 330 / 190	25,000	46,400	158,665
Holden Addition		1893	912			87,265	
Holmes	Morgan St., w. f., bet. 55th and 56th Sts	1894	966	232.2 x 124.67	10,440	77,700	88,140
Horace Greeley	N. E. cor. Sheffield Av. and Grace St	1894	729	242.3 x 142	19,400	70,380	89,780
Horace Mann	N. E. cor. 87th St. and Princeton Av	1890	810	192 x 125	12,400	73,380	85,780

Huron Street	S. W. cor. Huron and Franklin Sts	1881	576	162 x 100	33,900	41,300	75,200
Irving	Lexington St., s. f., bet. Leavitt St. and Hoyne Av	1884	959	192 x 125	14,400	60,800	75,200
Irving Park	N. 41st Av., w. f., bet. W. Byron and W. Grace Sts	1876	363	250 x 174	7,500	15,000	22,500
Jackson Park, Br. Ray	56th St., bet. I. C. R. R. tracks and Cornell Av	1889	197	47.04 x 164.15	5,900	17,600	23,500
Jefferson	N. W. cor. Elburn Av. and Laflin St	1884	777	200.3 x 104.5	16,020	58,875	74,895
Jefferson Park	S. E. cor. N. 52d Av. and W. Winnemac av	1875	314	101.04 x 126.43	3,000	12,200	15,200
J. N. Thorp	S. E. cor. Superior Av. and 89th St	1893 1896	972	125 x 140	8,400	82,960	91,360
James R. Doolittle, Jr	35th St., n. f., bet. Cottage Grove and Rhodes Avs.	1881	800	220 x 231	55,000	48,500	148,050
James R. Doolittle, J., Add		1885	528			44,550	
James W. Scott	N. E. cor. 54th St. and Monroe Av	1880 1893	384	193.12 x 166.64	25,000	28,680	53,680
John Crerar	Campbell Av., e. f., bet. Filmore and Taylor Sts	1892	845	268 6 x 125	25,520	78,500	104,020
John Erickson	Harrison St., s. f., bet. Sacramento Av. and Francisco St	1893	1,101	225 x 154	17,640	72,640	90,280
J. L. Marsh	S. E. cor. Escanaba Av. and 101st St	1882	362	203.58 x 138.5	4,000	16,850	20,850
John McLaren	N. W. cor. York and Laflin Sts	1886	1,070	150 x 125	16,500	70,070	86,570
John M. Smyth	W. 13th St., bet. Blue Island Av. and Waller St	1897	1,165	192 x 107	27,200	81,475	108,675
John Worthy	On grounds of House of Correction	1895	168			79,375	79,375
Jones	S. E. cor. Plymouth Pl. and Harrison st	1875	662	175 x 100	219,430	49,225	268,655
Keith	S. W. cor. Dearborn and 34th Sts	1883	810	200 x 122.10	15,000	64,000	79,000
Kelvyn Grove, Br. W.P. Nixon	N. E. cor. W. 48th St. and Fullerton Av	1874	165	175 x 125	2,600	10,200	12,800
Kensington	Michigan Av., e. f., near 115th St	1870	Leas'd	80 x 241.7 36.2 x 253	6,500		6,500
Kenwood	N. W. cor. Lake Av. and 50th st. to Washington Av	1889	506	240 x 280 2 143.6	74,000	40,500	114,500
Kershaw	Winter St., w. f., bet. 64th and 65th Sts	1885	874	281 x 134	17,630	51,800	137,530
Kershaw Addition		1893	648			68,100	
King	W. Harrison St., s. f., bet. Western and California Avs	1873 1885	998	196 x 158	19,600	66,335	85,935
Kinzie	N. W. cor. Ohio St. and La Salle Av.	1872	486	199.1 x 100	54,750	28,800	83,550
Knickerbocker	N. E. cor. Clifton and Belden Avs	1892	1,016	200 x 124	12,000	78,250	90,250
Komensky	Throop St., w. f., bet. 19th and 21st st	1891	926	122 x 125.5	12,200	64,300	76,500
Kosciusko	S. W. cor. Division and Cleaver Sts	1875	671	149 x 125	18,625	38,800	57,425
La Fayette	N. W. cor. Augusta St. and Washtenaw av	1893	1,108	306.26 x 124.68	12,250	77,800	90,050
Lake View No. 5, Br. 07 George Schneider	N. E. cor. Belmont Av. and Robey St	1886	108	250 x 125	17,500	3,500	21,000
Langland	Cortland St., s. f., bet. Leavitt St. and Oakley Av	1884	744	192 x 100	12,760	50,400	63,160
La Salle	N. W. co. Hammond and Eugenie Sts	1882 1893	1,156	200 x 125.5	20,000	90,760	110,760
Lawndale	S. W. cor. Central Park Av. and 25th St	1882	442	200 x 124.87	10,000	32,865	42,865
Lewis	On Englewood High School Lot	1874	190			37,240	37,240
Lily Dale, Br. Burnside	S. E. cor. State and 94th Sts	1876	35	220 x 100	1,800	500	2,300
Lincoln	S. W. cor. Larrabee St. and Kemper Pl	1870 1894	1,350	132.5 x 297	41,375	92,835	134,210
Linne	N. Sacramento Av., w. f., near Belmont Av	1895	432	216.3 x 125.7	5,400	35,075	40,475
Logan	Oakley Av., e. f., from Rhine St. to Pleasant Pl	1889	855	216 x 100	7,560	62,000	69,560
Longfellow	Throop St., e. f., bet. 19th and 21st Sts	1892	673	160 x 125.5	16,000	53,695	69,695
Longwood, Br. Alice L. Barnard	S. W. cor. 95th St. and Prospect Av	1878 1898	204	200 x 225	7,000	12,295	19,295
Louis Nettlehorst	Evanston Av., e. f., from School to Melrose Sts	1879	272	89.76 x 354.72	50,700	6,400	132,500
Louis Nettlehorst Addition		1893	944	116.4 x 125		75,400	
Lowell	N. W. cor. Hirsch St. and N. Spaulding Av	1894	1,143	299.6 x 123.9	9,000	73,420	82,420
Lyman Trumbull	N. E. cor. Division and Sedgwick Sts	1872	864			38,500	
Lyman Trumbull Addition		1878	810	264 x 181.05	*	43,800	82,300

SCHOOL SITES—LOCATION, SIZE, VALUE OF LOTS AND IMPROVEMENTS—Continued.

SCHOOLS.	LOCATION.	When Erected.	No. of Sittings.	Size of Lot.	Value of Lot.	Value of Furniture and Improvements	Total Value.
Madison Avenue	Madison Av., w. f., bet. 74th and 75th Sts.	1883	626	300 x 125	$ 12,000	$ 45,760	$ 57,760
Manierre	Hudson Av., e. f., bet. Blackhawk and Connor sts.	1885	952	175 x 124.1	19,250	60,900	80,150
Maplewood, Br. Brentano	S. E. cor. Diversey and California Avs.	1883	206	117.5 x 125	5,335	7,000	12,335
Mark Sheridan	S. E. cor. 27th and Wallace Sts.	1881	786	200 x 124.9 / 75 x 100	18,000	49,500	67,500
Marquette	Wood St., e. f., from Harrison to Congress Sts.	1879	805	289 x 125.87	35,575	54,500	167,825
Marquette Addition		1890	806			77,750	
Marshall	Adams St., s. f., bet. Kedzie and Spalding Avs.	1895	1,119	275.5 x 182.7	32,470	87,120	119,590
McAllister	S. E. cor. 39th and Gage Sts.	1889	904	200 x 147	5,700	65,940	71,640
McClellan	S. E. cor. Wallace and 35th Sts.	1881 / 1896	1,250	224 x 124.87	19,000	92,190	111,190
McCosh	Champlain Av., w. f., bet. 65th and 66th Sts.	1895	976	216.25 x 121.85	13,120	73,000	86,120
McPherson	N. Lincoln St., e. f., bet. Lawrence and Leland Avs.	1886 / 1894	660	200 x 152.5	12,000	58,400	70,400
Medill	Henry St., s. f., bet. Throop and Loomis Sts.	1895 / 1897	1,445	312.54 x 124	48,585	144,000	192,585
Melville W. Fuller	S. W. cor. St. Lawrence Av. and 42d St.	1884	576	205.25 x 126	22,600	46,050	73,650
Melville W. Fuller Annex			134			5,000	
Mont Clare, Branch Wm. Penn Nixon	S. W. cor. Vine and Prospect Sts.	1895	216	108.91 x 200.33	1,600	9,525	11,125
Montefiore	S. E. cor. Sangamon St. and Grand Av.	1882	648	200 x 116.1	30,000	45,300	114,560
Montefiore Addition		1885	486			39,260	
Montrose, Br. Irving Park	S. E. cor. Lawrence and N. 44th Avs.	1889	102	209.22 x 208.56	3,350	7,100	10,450
Moreland, Br. Henry H. Nash	Ontario St., bet. W. 47th and W. 48th Sts.	1885	Closed.	150 x 120.35	3,300	5,800	9,100
Morris	S. E. cor. Noble Av. and Blucher St.	1896	1,125	187.24 x 132 3	30,500	80,855	111,355
Moseley	N. W. cor. Michigan Av. and 24th St.	1856	632	200 x 179	120,000	36,750	200,760
Moseley Addition		1875	624			44,010	
Motley	N. Ada St., w. f., bet. Chicago Av. and W. Huron St.	1884	800	216 x 100	17,400	56,200	73,600
Mowry Av., Br. Chicago Lawn	N. E. cor. Mowry and Englewood Avs.	1894	212	203 5 x 124.8	4,500	9,475	13,975
Mulligan	Sheffield Av., w. f., bet. Clay and Willow Sts.	1890	1,035	192 x 125	10,560	71,000	81,560
Myra Bradwell	Sherman Av., e. f., S. W. cor. 77th st.	1889 / 1895	884	298.5 x 167	11,335	68,370	79,705
Nathaniel Greene	N. E. cor. Paulina and 36th Sts.	1895	1,114	200.5 x 125.15	9,100	78,925	88,025
Newberry	N. W. cor. Willow and Orchard Sts.	1858 / 1895	1,356	200 x 148 5	22,000	95,725	117,725
Ninety-second st., Br. Auburn P'k	N. E. cor. 92d and Desplaines Sts.	1891	47	124 x 125	1,860	9,150	11,010
Normal School	Bounded by North, South and West Normal Parkways and Chicago, Rock Island and Pacific Railroad.		685	1363.95 on N. line / 1156.71 on S. line / 691 on W. line	300,000	17,675	317,675
Norwood Park	N. E. cor. Cheney Av. and Walnut St.	1874	180	261.9 x 223.3	3,000	13,700	16,700
Norwood Park Branch	N. E. cor. Elston and Milwaukee avs.	1892	45	.35 of acre	750	1,350	2,100
Nutt Avenue, Br. Madison Av.	N. W. cor. Kimbark Av. and 80th St.	1894	190	161 43 x 126	4,840	9,640	14,480
Oakdale, Br. Auburn Park	N. W. cor. Desplaines and 89th Sts.	1881	125	225 x 132.6	4,500	900	5,400

Oakland	S. E. cor. 40th St. and Cottage Grove Av	1874	630	150 x 150	50,000	31,800	81,800
Oakley Avenue, Br. Shields	N. E. cor. Oakley Av. and 51st St	1886 1895	108	221 x 132	6,930	1,650	8,580
Oak Ridge	Prairie Av., w. f., bet. 52d and 53d Sts	1882	594	200 x 179.75	20,000	44,460	64,460
Oak Street	E. cor. Oak St. and Milton Av	1880	672	190 x 168 5	17,500	42,050	59,550
Ogden	Chestnut St., n. f., bet. Dearborn Av. and State St	1884	1,080	178.5 x 106.5	35,000	72,395	107,395
O'Toole	N. E. cor. Bishop and 48th Sts	1880	621	240 x 124.25	10,800	34,800	45,600
Parkman	S. E. cor. 51st St. and Princeton Av	1876	548	215.1 x 161.7	15,050	25,100	85,750
Parkman Addition		1890	627			45,600	
Park Manor	N. E. cor. 71st St. and Rhodes Av	1889	408	250 x 125	10,000	31,000	41,000
Parkside	N. W. cor. 70th St. and Seipp Av	1888 1894	594	162.58 x 189	9,720	51,430	61,150
Parkside Branch	N. E. cor. 74th St. and Jeffery Av	1894	94	200 x 115.58	11.100	5,260	16.360
Peabody	Augusta St., s. f., bet. Noble St. and Ashland Av	1894	974	192 x 124 3	27,000	60,800	87,800
Perkins Bass	N. W. cor. May and 66th Sts	1895	1,126	196.82 x 124.57	4,900	77,640	82,540
Phil Sheridan	S. E. cor. Escanaba Av. and 90th St	1888	576	330 x 138.5	21,560	44,500	131,255
Phil Sheridan Addition		1896	528			65,195	
Pickard	S. W. cor. 21st Pl. and Oakley Av	1874 1896	1,119	199.85 x 125	10,800	78,590	89,390
Polk Street	Polk St., s. f., bet. Halsted and Desplaines Sts	1871	677	150.5 x 120	37,625	33,300	70,925
Prescott	N. W. cor. Wrightwood and Ashland Avs	1881	713	266 x 175	19 950	29,980	49,930
Pulaski	Leavitt St., bet. Coblentz and Lubeck Sts	1896	864	216 x 100	9,390	65,590	74,980
Ravenswood	S. W. cor. Paulina St. and Montrose Blvd	1872	418	292.5 x 165	18,050	34,200	113,845
Ravenswood Addition		1893	732			61,595	
Ray	N. E. cor. 57th St. and Monroe Av	1887 1894	784	175.84 x 198.97	35,895	57,815	93,710
Ray, Br. Cummings	N. W. cor. 122d St. and Muskegon Av		37	75 x 125	750	2,200	2,950
Raymond	S. E. cor. Wabash Av. and Eda St	1879	672	132 x 162.8	27,300	43,465	111,065
Raymond Addition		1886	399	50 x 174.8		40,300	
Richard Yates	S. E. cor. Humboldt and Cortland Avs	1896	1,206	300 x 120	8,650	104,000	112,650
Riverdale	S. W. cor. Leyden and Indiana Avs	1870	193	219.42 x 310 220—triangle	2,500	7,100	9,600
Rogers	W. 13th St., s. f., bet. Centre Av. and Throop St	1880	665	175 x 124	10,000	41,960	51,960
Rogers Park	S. E. cor. N. Ashland and Greenleaf Avs		310	221.7 x 175.15	8.160	13,710	21,870
Rogers Park Branch	N. E. cor. Lunt Av. and N. Robey St		202	200.4 x 172	7,850	7,425	15,275
Rose Hill	N. Clark St., e. f., north of Peterson Av	1881	199	163.35 x 200	4,900	9,600	14,500
Roseland, Br. Van Vlissingen	S. W. cor. Michigan Av. and 103d St	1879	110	100 x 132 99 x 117.89	1,750	2,000	3,750
Ryerson	S. W. cor. Lawndale Av. and Huron St	1890	1,022	200 x 125.36	4,400	74.475	78,875
Scammon	S. E. cor. Morgan and Monroe Sts	1880	922	150 x 118	30,000	50.165	80,165
Scanlan	Clark St., w. f., bet. 117th and 118th Sts	1888	308	225 x 120.5	4,500	27,220	82,180
Scanlan Addition		1897	568			50,460	
Schiller	Vedder St., s. f., bet. Halsted and Vine Sts	1873 1893	1,193	153.54 x 216.8	15,350	85,900	101,250
Seward	S. W. cor. S. Hermitage Av. and 46th St	1894	1,045	242.5 x 124.7	9,270	72,375	81,645
Sheldon	S. W. cor. State and Elm Sts.	1874	655	200 x 150	60,500	37,615	98,115
Sherman	Morgan St., e. f., bet. 51st and 52d Sts	1884	446	250 x 124	10,000	23,280	71,465
Sherman Addition		1887	683			38,185	
Sherwood	S. E. cor. 57th St. and Princeton Av	1885 1892	1,250	261.75 x 168	16,000	108,130	118,130
Shields	N. W. cor. 43d and Rockwell Sts	1879	286	287.32 x 247.52	8,000	8.950	16.950
Skinner	N. E. cor. Jackson Blvd. and Aberdeen St	1859	1,193	145 x 189	47,125	50.500	97.625
Springer	N. W. cor. 41st St. and Wabash Av	1874	575	160.6 x 142.75	24.000	23,300	47,300
Stony Island Avenue	S. E. cor. 93d St. and Stony Island Av	1887	174	125 x 150	4,500	7,300	11,800

SCHOOL SITES—LOCATION, SIZE, VALUE OF LOTS AND IMPROVEMENTS—Continued.

SCHOOLS.	LOCATION.	When Erected.	No. of Sittings.	Size of Lot.	Value of Lot.	Value of Furniture and Improvements	Total Value.
Sumner	W. 43d St., w. f., bet. Colorado Av. and Harrison St.	1894	960	275 x 125.82	$ 11,000	$ 77,215	$ 88,215
Talcott	N. E. cor. Ohio and Lincoln Sts.	1871	540	216 x 123.7	12,000	31,400	82,810
Talcott Addition		1896	470			39,410	
Taylor	Sixth Av., w. f., bet. 99th and 100th Sts.	1881 1894	598	100 x 125	4,000	49,500	53.500
Tennyson	N. W. cor. Fulton St. and California Av	1895	901	255.6 x 150	11,500	68,380	79,880
Thomas Brenan	Lime St., w. f., bet. Archer Av. and 27th St.	1884	810	275 x 109	13,750	58,500	72,250
Thomas Chalmers	S. W. cor. Fairfield Av. and 12th St.	1886	1,070	260.5 x 151.8	15,425	65,760	81,185
Thomas Hoyne	S. E. cor. Cass and Illinois Sts.	1885	756	109 x 150	75,000	55,000	130,000
Throop	Throop St., w. f. bet. 18th and 19th Sts.	1878	900	198 x 125	19,800	52,560	72,360
Tilden	N. E. cor. W. Lake and Elizabeth Sts.	1886 1897	931	206.6 x 164.75	31,000	85,325	116,325
Tilton	S. E. cor. W. Lake and W. 44th Sts.	1874	758	205.8 x 228.7	22'500	42,695	65,195
Van Vlissengen	108th St., n. f., near Wentworth Av.	1893	1,019	275 x 124.95	9,000	82,155	91,155
Victor F. Lawson	N. W. cor. Palatine St. and Homan Av.	1896	1,010	200 x 149.6	12,000	87,730	99,730
Von Humboldt	N. W. cor. Rockwell and Hirsch Sts.	1885	836	195.7 x 250.	17,595	55,590	153,245
Von Humboldt Addition		1895	1,026			80,060	
W. C. Goudy	S. W. cor. N. 59th St. and Winthrop Av.	1892	534	200 x 148.5	13,000	51,145	64,145
Walsh	S. E. cor. W. 20th and S. Peoria Sts.	1882	648	268.5 x 239 x 91.2	32,550	44,800	135,850
Walsh Addition		1886	808			58.500	
Walter Scott	Hope Av., w. f., bet. 64th and 65th Sts.	1896	737	150 x 190	30,000	64,070	94,070
Ward	S. E. cor. Shields Av. and 27th St.	1874 1897	1,001	204 4 x 125.5	12,100	75,270	87.370
Washburne	W. 14th St., n. f., bet. Jefferson and Union Sts.	1869 1888 1893	1,361	200 x 173	25,000	92,790	117.790
Washington	Morgan St., e. f., bet. Erie and Ohio Sts.	1871	1,032	217 x 116	27,125	51,025	78,150
Waubansi, Br. of Lowell	N. E. cor. Waubansia Av. and Ballou St.	1887	268	177 x 147	5,300	6,600	11.9 0
Webster	S. E. cor. Wentworth Av. and 33d St.	1883	900	200 x 125	15.000	45,000	60,000
Wells	N. W. cor. Ashland Av. and Cornelia St.	1865	872	306.5 x 130	30,650	57,000	153,150
Wells Addition		1888	822			65.500	
West Pullman	N. E. cor. Parnell Av. and 120th St.	1894	414	250 x 123.5	7.500	33,700	41,200
Whittier	N. W. cor. Lincoln and W. 23d Sts.	1893	1,094	222 x 124	12,040	79,300	91.340
Wicker Park	Evergreen Av., s. f., bet. Robey St. and Hoyne Av.	1881 1894	1,279	209.25 x 167.4	20,925	103,265	124,190
William Penn Nixon	N. E. cor. Dickens and N. 42d Avs.	1896	432	240 x 125.5	5,520	43,220	48,740
Woodlawn	Lexington Av., e. f., bet. Everett and 65th Sts.	 1894	1,031	212.1 x 150	19,080	89,195	108,275
Yale	70th St., n. f., from Yale to Princeton Avs.	1887 1894	977	264 x 150	17,160	95,600	112,760
Supply Room and Work Shop.	Monroe St., bet. Halsted and Desplaines Sts.	1885		*		15,200	15,200

VACANT SITES.

	Armitage Av., n. f., near W. 49th St			225 x 125	5,400		5,400
	N. W. cor. 97th St. and Avenue K			194.7 x 124	8,500		8,500
	74th St., s. f. from Langley Av. to Evans Av			295.7 x 136.3	11,800		11,800
	S. E cor. 71st St. and Jeffrey Av			115.5 x 297	20,000		20,000
	Loomis St., e. f , bet. 53d ane 55th Sts			250 x 124.9	8,000		8,000
	N. E. cor. Park Av. and W. 50th St			180 x 190	5,500		5,500
	N. W. cor. 95th and Leavitt Sts			175 x 175	3,000		3,000
	S. Elizabeth St., south of W. 100th Pl			44 x 123	400		400
	Martin St., e. f., north of 107th St			25 x 125	250		250
	Carpenter St., e. f., bet. 90th and 91st Sts			100 x 125	1,500		1,500
	†S. E. cor. St. Lawrence av. and 49th St			200 x 127.96	22,000		22,000
	W. 19th St., n. f., near Douglas Park Blvd			115.5 x 166	6,000		6,000
	S. E. cor. Phillip Av. and 92d St			201.1 x 125.59	5,800		5,800
	N. E. cor. S. Maplewood Av. and 36th St			236.49 x 127.1	4,500		4,500
	N. E. cor. Orchard and Center Sts			297.57 x 125	50,000		50,000
	33d Pl., s. f., bet. Auburn and S. Morgan Sts			176 x 145.8	5,000		5,000
	N. W. cor. Edgewood Av. and Catalpa Pl			204 x 140.5	15,000		15,000
	S. E. cor. Warren and S. Tallman Avs		Leased	95 x 126	9,500		9,500
	N. E. cor. 81st and Butler Sts			297 x 200	18,000		18,000
	N. E. cor. Rebecca St. and Washtenaw Av			199.53 x 124	13,900		13,900
	S. W. cor. 117th and Morgan Sts			248.31 x 125.27	3,000		3,000
	N. W. cor. Sawyer Av. and 53d St			249.65 x 126.1	4,000		4,000
	Oakley Av. bet. Potomac Av. and Division St			240 x 125.05	15,000		15,000
	†S W. cor. Southwest Blvd. and W. 24th St			229 x 219	10,975		10,975
	S. E. cor. 54th St. and Union Av			201 x 132.39	13,500		13,500
	S. E. cor. Avenue "N" and 110th St			250 x 125	4,500		4,500
	†W. 17th St. bet. Loomis and Laflin Sts			192 x 124	34,640		34,640
Unoccupied Br. Kelvyn Grove	N. 63d Av., about ½ mile north of Fullerton Av	1883		146.52 x 146.52	1,000	500	1,500
Rooms in Rented Buildings			14,868			28,500	28,500
Manual Training in Grammar Schools	Machinery, Tools, etc					18,870	18,870
Kindergartens and Music	Pianos, Stools, Covers, Chairs, Tables, etc					19,275	19,275
Grand Totals			222,800		$5,410,040	$15,531,195	$20,941,235

*Shool Fund Property. †Building in process of erection.

STATEMENT SHOWING VARIOUS ITEMS OF ATTEND-

SCHOOLS.	NUMBER OF EVENINGS IN SESSION.	DATE OF OPENING OF SCHOOLS.	DATE OF CLOSING OF SCHOOLS.	TEACHERS.		Total Enrollment.		
				Total Number Employed.	Total Number of Evenings Instruction.	Male.	Female.	Total.
Englewood High	96	Oct. 18, 1897	Mar. 11, 1898	7	658	197	101	298
North Division High	96	Oct. 18, 1897	Mar. 11, 1898	7	625	207	93	300
Northwest Division High	96	Oct. 18, 1897	Mar. 11, 1898	11	954	320	109	429
Pullman High	96	Oct. 18, 1897	Mar. 11, 1898	4	399	105	36	141
South Chicago High	96	Oct. 18, 1897	Mar. 11, 1898	5	472	102	37	139
South Division High	96	Oct. 18, 1897	Mar. 11, 1898	8	758	192	107	299
West Division High	96	Oct. 18, 1897	Mar. 11, 1868	9	869	278	152	430
Agassiz	82	Oct. 18, 1897	Feb. 18, 1898	7	484	150	42	192
Bowen	96	Oct. 18, 1897	Mar. 11, 1898	5	320	149	27	176
Burr	96	Oct. 18, 1897	Mar. 11, 1898	11	838	296	82	378
Cornell	39	Oct. 18, 1897	Dec. 13, 1897	4	148	71	7	78
Dore	96	Oct. 18, 1897	Mar. 11, 1898	9	637	269	36	305
Emerson	96	Oct. 18, 1897	Mar. 11, 1898	7	658	168	48	216
Froebel	96	Oct. 18, 1897	Mar. 11, 1898	11	791	223	38	261
Garfield	111	Oct. 18, 1897	Apr. 1, 1898	21	2,174	572	219	791
Hammond	96	Oct. 18, 1897	Mar. 11, 1898	9	786	225	98	323
Harrison	96	Oct. 18, 1897	Mar. 11, 1898	6	580	183	64	247
Haven	96	Oct. 18, 1897	Mar. 11, 1898	7	688	231	62	293
Hendricks	96	Oct. 18, 1897	Mar. 11, 1898	6	599	157	50	207
Holden	82	Oct. 18, 1897	Feb. 18, 1898	10	605	267	47	314
Lyman Trumbull	96	Oct. 18, 1897	Mar. 11, 1898	12	1,080	340	104	444
Montefiore	82	Oct. 18, 1897	Feb. 18, 1898	8	445	173	17	190
Newberry	86	Oct. 18, 1897	Feb. 25, 1898	7	557	180	45	225
Newsboys' Home	111	Oct. 18, 1897	Apr. 1, 1898	1	114	61		61
Perkins Bass	86	Oct. 18, 1897	Feb. 25, 1898	7	575	204	71	275
Pullman	96	Oct. 18, 1897	Mar. 11, 1898	6	448	206	34	240
Raymond	96	Oct. 18, 1397	Mar. 11, 1898	7	694	214	107	321
Scammon	96	Oct. 18, 1897	Mar. 11, 1898	7	699	257	78	335
Seward	82	Oct. 18, 1897	Feb. 18, 1898	9	596	357	60	417
Sherwood	96	Oct. 18, 1897	Mar. 11, 1898	9	690	202	51	253
Throop	111	Oct. 18, 1897	Apr. 1, 1898	12	1,335	305	92	397
Von Humboldt	96	Oct. 18, 1897	Mar. 11, 1898	8	725	273	78	351
Wells	107	Oct. 18, 1897	Mar 25, 1898	17	1,471	427	92	519
West Division Grammar	96	Oct. 18, 1897	Mar. 11, 1898	6	133	66	23	89
Totals	3,189			280	23.625	7,627	2,307	9,934

ANCE AT EACH OF THE EVENING SCHOOLS.

PUPILS.

Total Number of Evenings' Attendance.			*Average Attendance per Evening for Entire Session.*			*Average Number of Evenings' Attendance for each Pupil Enrolled.*			*Certificates Issued.*		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
7,141	4,093	11,234	74.4	42.6	117	36.2	40.5	**37.6**	51	31	**82**
8,532	3,561	12,093	88.8	37.1	125.9	41.2	38.2	**40.3**	51	23	**74**
14,142	4,287	18,429	147.3	44.7	192	44.1	39.3	**42.9**	108	29	**137**
4,740	1,508	6,248	49.3	15.7	65	45.1	41.8	**44.2**	46	13	**59**
5,230	2,204	7,434	54.5	22.9	77.4	51.2	59.5	**53.4**	32	9	**41**
9,049	5,136	14,185	94.2	53.5	147.7	47.1	48	**47.4**	30	20	**50**
10,924	5,584	16,508	113.8	58.1	171.9	42.8	36.7	**38.3**	75	37	**112**
5,307	1,566	6,873	64.7	19.1	83.8	35.3	37.2	**35.7**			
5,923	1,202	7,125	61.7	12.5	74.2	39.7	44.5	**40.7**	31	6	**37**
14,688	2,965	17,653	153	30.8	183.8	49.6	36.1	**46.6**	78	20	**98**
1,856	207	2,063	47.5	5.3	62.8	26.1	29.5	**26.4**			
8,917	1,481	10,398	92.9	15.4	108.3	33.1	41.1	**34**	37	7	**44**
7,810	2,136	9,946	81.4	22.2	103.6	46.4	44.5	**46**	45	26	**91**
11,630	1,866	13,496	121	19.5	140.5	52.1	49.1	**51.7**	50	15	**65**
30,065	11,693	41,758	270.8	105.3	376.1	52.5	53.3	**52.7**	163	52	**215**
9,973	3,993	13,966	103.8	41.6	145.4	44.3	40.7	**43.2**	36	26	**72**
7,567	2,413	9,980	78.8	25.1	103.9	41.3	37.7	**40.4**	40	14	**54**
9,311	2,614	11,925	97	27.2	124.2	40.3	42.1	**40.6**	64	20	**84**
8,047	1,991	10,038	83.8	20.7	104.5	51.2	39.8	**43.4**	56	19	**75**
7,156	1,402	8,558	87.2	17.1	104.3	26.8	29.8	**27.2**	23	2	**25**
14,184	4,510	18,604	147.8	46.9	194.7	41.7	43.3	**42.1**	72	31	**103**
5,854	590	6,444	71.3	7.2	78.5	33.8	34.7	**33.9**			
6,992	1,741	8,733	81.3	20.2	101.5	38.8	38.6	**38.8**			
2,066		2,066	18.6		18.6	33.8		**33.8**	9		**9**
7,065	2,086	9,151	82.1	24.3	106.4	34.6	29.3	**33.2**	53	22	**75**
7,806	1,289	9,095	81.3	13.4	94.7	37.8	37.9	**37.8**	32	11	**43**
9,346	4,205	13,551	97.4	43.7	141.1	43.6	39.2	**42.2**	51	22	**73**
11,174	2,924	14,098	116.4	30.4	146.8	43.4	37.4	**42**	60	21	**81**
9,671	1,439	11,110	117.9	17.5	135.4	27	28.9	**26.6**	35	9	**44**
8,524	3,051	11,575	88.8	31.7	120.5	42.1	59.8	**46.1**	49	15	**64**
20,177	6,148	26,325	181.7	55.4	237.1	66.1	66.8	**66.3**	96	37	**133**
9,248	3,030	12,278	96.3	31.5	127.8	33.8	38.7	**34.9**	60	24	**84**
21,257	4,561	25,818	198.6	42.6	251.2	49.7	49.5	**49.7**	132	31	**163**
2,193	611	2,804	22.8	6.4	29.2	33.2	26.5	**31.5**	15	3	**18**
323,565	98,087	**421,652**	3368.2	1007.6	**4375.8**	42.4	42.5	**42.4**	1,680	595	2,275

DURATION OF ATTENDANCE OF PUPILS ATTENDING EVENING SCHOOLS.

Schools.	For 20 weeks or over.			For 16 weeks and less than 20 weeks.			For 12 weeks and less than 16 weeks.			For 8 weeks and less than 12 weeks.			For 4 weeks and less than 8 weeks.			Less than 4 weeks.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Englewood High	15	19	34	28	13	41	26	13	39	38	12	50	54	30	84	36	14	50
North Division High	19	7	26	37	20	57	36	5	41	35	20	55	61	21	82	19	20	39
Northwest Division High	5	14	19	63	19	82	54	18	72	46	24	70	56	16	72	49	18	67
Pullman High	20	3	23	24	11	35	13	7	20	21	8	29	16	2	18	11	5	16
South Chicago High	18	6	24	19	8	27	14	4	18	14	6	20	23	10	33	14	3	17
South Division High	11	9	20	39	11	50	48	20	68	73	45	118	15	20	35	6	12	18
West Division High	25	7	32	60	35	95	29	17	46	52	20	72	76	38	114	36	35	71
Agassiz				1		1	18	7	25	19	9	28	64	17	81	48	9	57
Bowen	3	2	5	13	1	14	22	5	27	26	7	33	41	5	46	44	7	51
Burr	22	4	26	40	12	52	57	17	74	74	14	88	79	25	104	24	10	34
Cornell										52	4	56	10	2	12	9	1	10
Dore	8	3	11	17	7	24	39	3	42	58	3	61	81	8	89	66	12	78
Emerson	25	11	36	34	6	40	24	11	35	27	8	35	35	7	42	23	5	28
Froebel	44	7	51	45	8	53	54	8	62	22	4	26	30	6	36	28	5	33
Garfield	55	22	77	88	48	136	85	34	119	92	37	129	118	32	150	134	46	180
Hammond	48	22	70	63	30	93	41	14	55	31	17	48	22	10	32	20	5	25
Harrison	29	2	31	23	10	33	21	10	31	14	11	25	45	14	59	51	17	68
Haven	27	8	35	32	12	44	41	9	50	45	10	55	49	12	61	37	11	48
Hendricks	17	4	21	32	11	43	21	4	25	25	7	32	43	9	52	19	15	34
Holden				17	2	19	33	9	42	51	11	62	77	11	88	89	14	103
Lyman Trumbull	41	6	47	52	20	72	45	27	72	65	27	92	90	26	116	47	4	51
Montefiore				18	3	21	30	1	31	33	3	36	59	8	67	33	2	35
Newberry				25	7	32	36	7	43	41	13	54	59	17	76	19	1	20
Newsboys' Home	9		9	13		13	8		8	8		8	6		6	17		17
Perkins Bass				58	12	70	32	10	42	30	14	44	40	17	57	44	18	62
Pullman	7	3	10	36	9	45	28	4	32	48	3	51	54	10	64	33	5	38
Raymond	18	4	22	44	19	63	41	16	57	34	20	54	53	35	88	24	13	37
Scammon	25	6	31	37	12	49	47	12	59	40	20	60	52	13	65	56	15	71
Seward				29	2	31	87	3	90	88	29	117	97	20	117	56	6	62
Sherwood	12	4	16	31	7	38	32	5	37	54	11	65	52	15	67	21	9	30
Throop	81	21	102	50	21	71	53	14	67	43	13	56	49	16	65	29	7	36
Von Humboldt	16	8	24	32	13	45	33	7	40	49	13	62	67	21	88	76	16	92
Wells	65	9	74	73	15	88	90	10	100	67	17	84	65	23	88	67	18	85
West Division Grammar	2	2	4	15	1	16	5	3	8	15	3	18	19	11	30	10	3	13
	714	213	927	1188	405	1593	1243	334	1577	1430	463	1893	1757	527	2284	1295	371	1666

NATIVITY OF PUPILS ATTENDING EVENING SCHOOLS.

SCHOOLS.	AMERICAN.			GERMAN.			SCANDINAVIAN.			BOHEMIAN.			ALL OTHER NATIONALITIES.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Englewood High	152	87	239	12	2	14	9	2	11				24	10	34
North Division High	148	75	223	23	6	29	19	6	25				17	6	23
North West Division High	232	89	321	31	7	38	30	5	35	1		1	26	8	34
Pullman High	65	26	91	11	2	13	13	5	18				16	3	19
South Chicago High	90	34	124	6	1	7	...	2	2				6		9
South Division High	153	90	243	9	7	16	10		10	1		1	19	10	29
West Division High	190	129	328	19	6	25	14	1	15	9	3	12	37	13	50
Agassiz	98	20	118	31	11	42	14	10	24				7	1	8
Bowen	92	20	112	19	4	23	14	2	16	1		1	23	1	24
Burr	71	10	81	48	10	58	5	1	6	1		1	171	61	232
Cornell	51	5	56	10		10	6	2	8	3		3	1		1
Dore	90	24	114	18	5	23							161	7	168
Emerson	126	31	157	18	6	24	6	4	10	2	1	3	16	6	22
Froebel	68	11	79	18	7	25	27	3	30	35	5	40	75	12	87
Garfield	69	33	102	75	26	101	7		7	36	9	45	385	151	536
Hammond	92	28	120	23	25	48	9	4	13	59	23	82	42	20	62
Harrison	105	53	158	8	6	14	12	5	17	2		2	56		56
Haven	107	38	145	13	11	24	2	2	4	1		1	108	11	119
Hendricks	90	40	130	25	6	31	10	1	11	1		1	31	3	34
Holden	131	29	160	34	6	40		1	1	4		4	98	11	109
Lyman Trumbull	194	42	236	40	18	58	74	34	108	2		2	80	10	40
Montefiore	3	1	4	3	3	6	76	6	82	1		1	90	7	97
Newberry	91	15	106	75	29	104	4		4	2		2	8	1	9
Newsboys' Home	61		61												
Perkins Bass	130	50	180	30	8	38	6	2	8	4		4	34	11	45
Pullman	98	21	119	26	5	31	24	6	30	1		1	57	2	59
Raymond	148	73	221	23	14	37	19	14	33				24	6	30
Scammon	129	41	170	38	15	53	6	9	15	4	1	5	80	12	92
Seward	173	36	209	15	1	16				50	13	63	119	10	129
Sherwood	125	24	149	12	3	15	50	21	71				15	3	18
Throop	63	8	71	28	32	60				179	36	215	35	16	51
Von Humboldt	146	25	171	45	16	61	63	30	93	1		1	18	7	25
Wells	148	31	179	90	23	113	9	5	14	25	4	29	155	29	184
West Division Grammar	51	17	68	6	4	10							9	2	11
Total	3,789	1,256	5,045	882	325	1,207	538	183	721	425	95	520	1,993	450	2,443

AGE OF PUPILS ATTENDING EVENING SCHOOLS.

SCHOOLS.	UNDER 15 YEARS.			BETWEEN 15 AND 18 YEARS.			BETWEEN 18 AND 21 YEARS.			BETWEEN 21 AND 25 YEARS.			BETWEEN 25 AND 30 YEARS.			OVER 30 YEARS.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Englewood High	9	5	14	71	37	108	62	31	93	27	17	44	21	8	29	7	3	10
North Division High	24	6	30	69	44	113	54	17	71	38	16	54	12	5	17	10	5	15
Northwest Division High	23	9	32	142	46	188	87	44	131	44	5	49	13	4	17	11	1	12
Pullman High	8	9	17	57	20	77	24	3	27	10	1	11	5	3	8	1		1
South Chicago High	13	7	20	41	17	58	30	12	42	18	1	14	3		3	2		2
South Division High	4	4	8	68	32	100	64	31	95	37	30	67	14	9	23	5	1	6
West Division High	7	2	9	123	49	172	94	51	145	27	30	57	16	14	30	11	6	17
Agassiz	28	6	34	72	13	85	15	11	26	17	6	23	11	5	16	7	1	8
Bowen	29	17	46	57	6	63	37	2	39	16		16	4	2	6	6		6
Burr	108	40	148	128	27	155	24	4	28	15	4	19	10	3	13	11	4	15
Cornell	9		9	31	3	34	14	1	15	11	2	13	4	1	5	2		2
Dore	53	10	63	98	21	119	29	2	31	58	3	61	18		18	13		13
Emerson	44	6	50	76	20	96	22	9	31	15	7	22	6	2	8	5	4	9
Froebel	37	6	43	45	7	52	23	4	27	54	9	63	40	8	48	24	4	28
Garfield	86	47	133	187	107	294	122	42	164	87	13	100	54	5	59	36	5	41
Hammond	70	58	128	42	6	48	64	8	72	29	16	45	14	7	21	6	3	9
Harrison	43	21	64	55	25	80	34	10	44	19	3	22	16	2	18	16	3	19
Haven	29	6	35	64	18	82	51	4	55	43	9	52	21	4	25	23	21	44
Hendricks	8	11	19	81	23	104	31	6	37	18	1	19	12	5	17	7	4	11
Holden	51	21	72	118	20	138	32	3	35	35	1	36	26		26	11	2	13
Lyman Trumbull	62	31	93	131	24	155	63	10	73	38	12	50	27	17	44	19	10	29
Montefiore	14	4	18	36	2	38	31	3	34	29	2	31	26	4	30	37	2	39
Newberry	34	6	40	73	8	81	16	10	26	19	10	29	12	4	16	26	7	33
Newsboys' Home	34		34	18		18	9		9									
Perkins Bass	30	14	44	92	28	120	24	5	29	22	6	28	14	5	19	22	13	35
Pullman	43	13	56	97	11	108	36	5	41	7	3	10	11	2	13	12		12
Raymond	26	7	33	84	32	116	51	15	66	24	22	46	13	12	25	16	19	35
Scammon	37	3	40	84	31	115	45	17	62	50	15	65	26	7	33	15	5	20
Seward	108	29	137	126	24	150	53	4	57	24	2	26	26	1	27	20		20
Sherwood	46	7	53	80	14	94	39	11	50	14	5	19	17	9	26	6	5	11
Throop	15	17	32	122	37	159	61	15	76	43	16	59	33	5	38	31	2	33
Von Humboldt	47	14	61	106	28	134	58	10	68	24	12	36	17	7	24	21	7	28
Wells	67	31	98	172	42	214	63	14	77	47	2	49	35	1	36	43	2	45
West Division Grammar	9	3	12	36	7	43	13	5	18	5	3	8	3	4	7		1	1
Totals	1255	470	1,725	2,877	829	3,706	1,475	419	1,894	958	284	580	580	165	745	482	140	622

AMOUNT EXPENDED FOR MAINTENANCE OF EVENING SCHOOLS.

FOR TEACHERS.	FOR JANITORS.	FOR FUEL, LIGHT AND INCIDENTALS.	TOTAL EXPENDITURES.	COST PER PUPIL.	
				On Total Enrollment.	On Average Attendance.
$67,246 75	$6,698 10	$7,729 88	$81,674 73	$8 22	$18 66

HIGH SCHOOLS.

ENROLLMENT, ETC., DURING THE SCHOOL YEAR 1897-8.

HIGH SCHOOLS.	ENROLLMENT.															AGE AT DATE OF FIRST ENROLLMENT DURING THE YEAR.								
	Ninth Grade.			*Tenth Grade.*			*Eleventh Grade.*			*Twelfth Grade*			*Total.*											
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Under 13 Years.	Between 13 and 14 Years.	Between 14 and 15 Years.	Between 15 and 16 Years.	Between 16 and 17 Years.	Between 17 and 18 Years.	Between 18 and 19 Years.	Over 19 Years.	Total.
Calumet	41	74	115	24	45	69	11	38	49	10	*2 19	*2 29	86	178	264	3	12	35	64	66	40	27	17	264
Englewood	131	247	378	102	210	312	53	123	176	29	106	135	315	686	1,001	1	32	131	206	239	196	124	72	1,001
English High and Manual Training	245		245	137		137	92		92				474		474	2	25	107	118	114	65	29	14	474
Hyde Park	181	330	511	149	276	425	85	209	294	64	169	233	479	984	1,463	9	65	215	304	327	266	163	114	1,463
Jefferson	39	51	90	24	52	76	8	34	42	14	30	44	85	167	252	1	7	42	75	55	33	21	18	252
Lake	55	117	172	23	88	111	14	47	61	8	40	48	100	292	392	4	26	68	126	86	41	31	10	392
Lake View	126	275	401	80	199	279	52	133	185	37	67	104	295	674	969	3	58	165	233	211	182	79	38	969
Marshall	81	151	232	27	92	119	13	59	72	10	45	55	131	347	478	2	44	86	120	86	73	48	20	478
Medill	92	134	226	32	58	90	18	48	66	10	53	63	152	293	445	10	53	92	116	60	63	32	19	445
North Division	69	175	244	38	104	142	22	82	104	21	108	129	150	469	619	3	16	78	151	152	121	68	30	619
Northwest Divis'n.	152	320	472	64	149	213	17	103	120	*1 21	*6 73	†7 94	255	651	906	25	88	188	216	168	114	73	34	906
South Chicago	74	113	187	29	60	89	9	40	49	6	29	35	118	242	360	10	34	86	80	70	50	21	9	360
South Division	126	274	400	71	149	220	28	90	118	36	99	135	261	612	873	15	58	120	197	168	153	115	52	873
West Division	121	355	476	58	207	265	35	181	216	24	138	162	238	881	1,119	11	58	179	271	261	183	103	58	1,119
Totals	1,583	2,616	4,149	858	1,689	2,547	457	1,187	1,644	291	984	1,275	3,139	6,476	9,615	99	570	1,592	2,277	2,058	1,580	934	505	9,615

* Specials.

HIGH SCHOOLS.

ATTENDANCE, PROMOTIONS, ETC., DURING THE SCHOOL YEAR 1897-8.

HIGH SCHOOLS.	AVERAGE DAILY MEMBERSHIP.					AVERAGE DAILY ATTENDANCE.					PER CENT OF ATTENDANCE.					PROMOTIONS BY GRADES.				
	Ninth Grade.	Tenth Grade.	Eleventh Grade.	Twelfth Grade.	Total.	Ninth Grade.	Tenth Grade.	Eleventh Grade.	Twelfth Grade.	Total.	Ninth Grade.	Tenth Grade.	Eleventh Grade.	Twelfth Grade.	Total.	Ninth to Tenth.	Tenth to Eleventh.	Eleventh to Twelfth.	Graduates.	Total.
Calumet	109.5	61.5	42.3	*1.4 26.4	241.1	103.8	58.2	40.0	*1.4 24.4	227.8	94.8	94.6	94.6	*100 92.4	94.5	88	45	83	*2 18	186
Englewood	316.1	268.5	156.2	120.7	861.5	301.8	257.6	150.3	117	826.7	95.5	95.9	96.2	96.9	95.9	224	162	116	110	612
English High and Manual Training	222.8	123.3	85.1		431 2	217.2	118.1	82.2		417.5	97.5	95.8	96.6		96 8	172	92		78	342
Hyde Park	427.1	369.5	249.0	213.9	1259.5	400.3	343.4	230.7	200.4	1174.8	93.7	92.9	92.7	93.7	93 2	352	295	210	190	1047
Jefferson	75.8	63.9	37.3	41.4	218.4	74.8	63.8	36.1	38.1	212.8	98.7	99.8	96.8	92.3	97 3	74	64	41	39	218
Lake	153.7	101.7	62.3	40.1	357.8	149.6	99.5	60.5	39.5	349 1	95.4	97.8	97.1	98.5	97.5	117	78	35	46	276
Lake View	352 6	249.9	167.4	102.0	871.9	338.8	238.8	160.5	97.9	836 0	96.1	95.6	95 8	96.0	95.8	257	192	141	95	685
Marshall	191.4	101.1	68.4	52.1	413.0	184.9	94.9	64.5	48.8	390.1	95	93.9	94.8	93 6	94 4	154	75	61	50	340
Medill	196.9	81 9	61.1	59.0	398.9	190.0	78.2	58.3	56.7	383.2	96.5	95.5	95.4	96.3	96	148	55	48	53	304
North Division	193.5	127.5	98.6	111.4	531	183.7	119.5	94.1	106.6	503.9	94.9	93.7	95 4	95.7	94.8	111	101	99	111	422
North West Division	391.4	187.1	113.3	*3.9 92.7	788.4	373.5	177.8	107.4	*3.9 87.6	750 2	95.4	95	94.8	*100 94.5	95.1	247	140	97	*6 92	582
South Chicago	158.6	79.9	43.8	34.6	316.9	152.6	76.5	42.2	33.5	304.8	96.2	95.7	96.4	96.9	96 2	117	53	40	35	245
South Division	336.9	184.2	117.5	122.3	760.9	322.4	176.1	111.8	118.3	728.6	95.7	95.6	95.1	96.7	95.7	185	112	83	116	496
West Division	408.9	233.2	192	152.6	986 7	392.9	223.9	184.7	145 0	946.5	96.1	96	96.2	95	96	334	191	170	139	834
Total	3535.2	2233.2	1494.3	*5.3 1164.2	8432.2	3383.3	2126 3	1423.3	*5.3 1113.8	8052.0	95.7	95.2	95.3	*100 95.7	95.5	2580	1655	1174	*8 1172	6589

*Specials.

SCHOOL CENSUS OF 1898.

SOUTH DIVISION.

WARDS.	Of all Ages.		Under 21 Years of Age.		Under 14 Years of Age.		Under 6 Years of Age.		Under 4 Years of Age.		Under 1 Year of Age.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
First	19,771	8,534	2,044	1,872	1,439	1,295	712	648	380	382	90	74
Second	15,384	15,795	4,505	4,328	2,914	2,936	1,118	1,167	503	537	126	137
Third	18,398	21,022	7,627	8,164	5,280	5,673	1,400	1,385	702	721	196	180
Fourth	22,620	24,304	9,236	9,890	5,998	6,413	2,380	2,366	1,034	1,020	271	287
Fifth	30,259	29,977	18,984	18,278	13,188	12,612	6,019	5,727	2,852	2,857	749	940
Sixth	37,491	35,298	23,206	22,511	16,693	16,002	7,964	5,379	4,047	3,837	1,076	1,063
Twenty-ninth	23,950	22,357	11,254	10,558	8,612	8,286	4,233	4,275	2,051	2,092	490	588
Thirtieth	56,050	54,012	26,250	25,594	19,622	18,904	11,030	8,798	5,469	5,391	1,445	1,478
Thirty-first	27,686	28,737	12,909	12,521	9,934	9,400	4,438	4,360	2,181	2,056	604	513
Thirty-second	28,752	35,494	11,008	11,466	7,018	7,379	3,299	2,162	1,616	1,557	857	440
Thirty-third	24,212	22,480	11,611	11,433	9,247	9,110	4,484	4,575	2,513	2,415	681	608
Thirty-fourth	39,740	38,204	15,630	15,295	12,378	11,887	6,341	6,069	3,291	3,256	827	819
Totals	344,313	336,214	154,264	151,910	112,318	109,897	53,448	46,911	26,629	26,121	7,412	7,117

WEST DIVISION.

Seventh	23,434	23,148	11,537	11,461	8,662	8,603	3,683	3,588	2,084	2,077	578	564
Eighth	23,248	20,834	10,047	10,927	8,084	7,868	3,651	3,654	2,217	2,225	594	609
Ninth	29,733	29,981	14,941	14,785	10,558	10,188	5,336	4,712	2,912	2,601	640	710
Tenth	49,965	46,246	26,011	25,807	19,804	19,504	8,054	6,004	4,648	4,653	1,121	1,262
Eleventh	21,544	21,778	8,463	8,218	5,502	5,284	2,337	2,262	970	1,022	288	254
Twelfth	42,766	40,811	19,886	19,143	13,249	12,861	5,906	5,891	2,812	2,350	719	730
Thirteenth	30,151	30,900	15,194	14,639	10,061	10,270	4,917	4,944	2,837	2,648	615	665
Fourteenth	40,026	40,436	18,726	18,457	13,151	13,373	5,874	5,855	3,660	3,362	849	907
Fifteenth	43,148	40,357	21,771	21,258	16,968	16,529	6,670	5,766	4,088	4,070	997	1,087
Sixteenth	40,574	38,661	19,788	18,436	15,971	14,974	8,172	6,186	4,587	4,235	1,311	1,297
Seventeenth	13,545	11,826	6,848	6,662	4,911	4,947	2,105	2,115	1,008	968	295	279
Eighteenth	20,791	12,719	7,002	4,410	4,063	3,375	2,748	1,623	1,355	746	322	185
Nineteenth	26,245	23,944	11,092	10,998	8,912	8,689	3,799	2,888	2,325	2,371	756	692
Twenty-seventh	17,607	16,392	7,467	7,329	6,004	6,007	2,921	2,810	1,715	1,795	451	434
Twenty-eighth	14,246	14,188	7,066	6,646	5,158	4,895	3,010	3,021	1,786	1,699	432	371
Totals	437,023	407,221	205,889	199,176	151,008	147,457	69,183	61,419	38,504	36,822	9,963	10,046

SCHOOL CENSUS OF 1898—Continued.

NORTH DIVISION.

WARDS.	Of All Ages.		Under 21 Years of Age.		Under 14 Years of Age.		Under 6 years of Age.		Under 4 Years of Age.		Under 1 Year of Age.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Twentieth	18,205	18,126	9,013	8,835	6,427	6,333	2,320	2,169	1,210	1,207	326	312
Twenty-first	18,453	19,232	7,451	7,939	6,202	5,712	2,869	2,868	1,725	1,565	368	351
Twenty-second	22,020	21,279	8,191	8,041	6,415	6,392	3,585	3,353	1,866	1,606	423	369
Twenty-third	23,470	20,775	9,476	9,341	6,187	5,960	3,200	3,095	1,855	1,734	475	519
Twenty-fourth	20,928	19,961	5,960	4,524	3,853	3,030	1,049	1,027	516	567	141	157
Twenty-fifth	26,501	27,416	10,504	10,379	7,332	6,513	3,089	3,039	1,764	1,693	446	480
Twenty-sixth	34,955	35,496	18,158	17,621	14,202	14,255	6,309	6,314	3,502	3,397	875	858
Totals	164,532	162,285	68,753	66,680	50,618	48,195	22,421	21,865	12,438	11,769	3,054	3,046
South Division, grand total	314,313	336,214	154,264	151,910	112,318	109,897	53,448	46,911	26,629	26,121	7,412	7,117
West Division, grand total	437,023	407,221	205,839	199,176	151,008	147,457	69,183	61,419	38,504	36,822	9,963	10,046
North Division, grand total	164,532	162,285	68,753	66,680	50,618	48,195	22,421	21,865	12,438	11,769	3,054	3,046
Grand total	945,868	905,720	428,856	417,766	313,944	305,549	145,052	130,195	77,571	74,712	20,429	20,209

Total census 1898, 1,851,588.

EDUCATIONAL STATISTICS.

SOUTH DIVISION.

WARDS.	Number of Children Foreign Born.		Number of Children Native Born.		Deaf and Dumb Persons under 21 Years of Age.		Blind Persons under 21 Years of Age.		Number between 7 and 14 Years of Age who do not Attend School.		ILLITERATE PERSONS BETWEEN 12 AND 21 YEARS OF AGE.			
											Who cannot read.		Who cannot write.	
	Male.	Female.	Male.	Female.	Male.	Fem.	Male.	Fem	Male.	Fem	Male.	Fem	Male.	Fem.
First	371	390	2,393	2,460	1	1			14	15	19	19	16	16
Second	381	208	5,365	5,063	1	1	1		19	20				
Third	424	434	7,526	7,898	1	1	3	1	16	24	1	1	2	2
Fourth	384	456	7,156	8,313	2	1	1		22	13	1	2	1	3
Fifth	1,153	1,020	16,075	14,282	3	2	3	2	22	10				
Sixth	1,789	1,586	19,046	19,516	4	2	2	2	45	40	4	2	4	3
Twenty-ninth	1,163	982	10,428	9,786	2	2	1	1	34	39	2	2	2	2
Thirtieth	2,608	2,196	27,425	26,384	8	9	1	1	83	80	3	2	2	2
Thirty-first	929	890	13,586	13,439	6	6			26	29	4	2	3	2
Thirty-second	452	432	11,050	11,801	5	4			40	41	1	2	1	2
Thirty-third	1,172	1,038	12,346	12,008	8	6	1	1	36	36				
Thirty-fourth	1,968	1,891	17,746	17,252	12	10			28	25	2	2	2	2
Totals	12,799	11,523	150,142	148,202	53	45	13	8	388	72	37	34	33	34

WEST DIVISION.

Seventh	3,085	3,149	11,393	11,334	2	3	1		31	32	32	33	23	21
Eighth	2,544	2,561	12,753	11,892	1	1			20	21	18	18	17	20
Ninth	2,912	2,658	14,465	14,989	2	2	1	2	24	28		2		2
Tenth	2,853	2,409	24,985	23,224	2	2	3	1	36	36	26	17	31	13
Eleventh	749	726	9,095	8,741	1	1			27	24	2	2	2	2
Twelfth	792	703	13,712	14,520	2	2			41	37		2		2
Thirteenth	1,002	878	14,420	13,558	3	2	1		49	44		2		2
Fourteenth	2,488	2,251	18,529	17,795	4	4	1	1	53	50	2	4	3	5
Fifteenth	408	387	21,005	20,887	3	3	1	1	69	55	5	4	3	4
Sixteenth	4,605	4,044	17,478	16,918	2	2	2	1	179	201	2	2	3	2
Seventeenth	1,145	909	5,747	5,286					36	27	6	6	7	5
Eighteenth	277	243	5,376	5,002	1	1			14	9	1	2	2	1
Nineteenth	2,560	2,478	11,457	10,794	25	27	1	1	56	41	10	8	12	14
Twenty-seventh	731	656	8,471	8,082	2	2	1	1	9	12	1	1	1	1
Twenty-eighth	574	524	7,613	7,135	1	1			23	24	1	1	1	1
Totals	26,725	24,576	196,499	190,107	51	53	12	8	666	644	106	104	105	95

NORTH DIVISION.

WARDS.	Number of Children Foreign Born.		Number of Children Native Born.		Deaf and Dumb Persons under 21 Years of Age.		Blind Persons under 21 Years of Age.		Number between 7 and 14 Years of Age who do not Attend School.		ILLITERATE PERSONS BETWEEN 12 AND 21 YEARS OF AGE.			
											Who cannot read.		Who cannot write.	
	Male.	Female.	Male.	Female.	Male.	Fem.	Male.	Fem	Male.	Fem	Male.	Fem.	Male.	Fem.
Twentieth.	804	771	9,794	9,568	4	4	1	1	9	12				
Twenty first	645	547	8,925	8,767	2	2	1	1	23	24	1		1	
Twenty-second	923	802	10,600	10,219	1	1	1	1	24	34	2	2	2	2
Twenty-third	1,301	1,082	10,421	10,131	1	1			22	32	23	27	27	21
Twenty-fourth	251	270	5,053	5,051	1	1			8	6				
Twenty-fifth	541	523	11,899	11,650	1	1	1	1	11	7	1	1	1	1
Twenty-sixth	2,040	1,594	17,697	17,056	1	1	2	2	88	79	4	2	3	2
Totals	6,505	5,589	74,389	72.442	11	11	6	6	185	194	31	32	34	26
South Division, grand total	12,799	11,523	150,142	148,202	53	45	13	8	388	72	37	34	33	34
West Division, grand total	26.725	24,576	196,499	190,107	51	53	12	8	666	644	106	104	105	95
North Division, grand total	6,505	5,589	74,389	72,442	11	11	6	6	185	194	31	32	34	26
Grand totals	46,029	41,688	421,030	410,751	115	109	31	22	1,239	910	174	170	172	155

NATIVITY STATISTICS BY WARDS.

Wards.	AMERICAN.	BELGIAN.			BOHEMIAN.			CANADIAN.			DANISH.			ENGLISH.			FRENCH.			GERMAN.			GREEK.		
		American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.
1	13478			9	28		147	36	7	174	30		69	120	13	289	72	12	282	704	48	1553			100
2	15372	1		10	49		63	147	12	341	32		92	297	23	567	166	57	294	1053	130	1649			2
3	14500	7		5	70		61	266	3	413	143		119	617	9	571	160		160	3957	90	2819	3		15
4	22663	2		4	71		73	450	6	524	401	14	411	1008	63	1044	176	4	184	4959	174	3775			5
5	10759	13		17	1647		1018	513	6	423	178		138	841	25	651	233		162	11725	187	7408	6		20
6	10172	20		17	767		521	407	92	430	41		42	674	116	674	256	11	198	11850	901	9568	19		13
7	2962	12		17	1746		1649	67		51	1		2	52		57	110		138	5346	269	4811	8		9
8	3304	32		57	9719	143	9254	200	11	260				12		10	133		137	3752	71	3427	6		13
9	4018	48		43	12351	186	11659	426		389	39		51	219		117	490		405	6725	96	5499	9		9
10	15599	52		40	10870	115	7821	560		590	114		84	406		316	902	15	811	17522	393	11912	4		4
11	12838	26		31	100		96	543	13	690	600		633	198		183	676		646	2734	230	2229	4		10
12	46112	1		6	114		160	1159	63	1258	132		132	1379	120	1355	1435		1145	5336	296	4495	17		16
13	26426	59		51	65		34	683	39	896	412		361	831	156	716	875		684	5472	347	4575	1		16
14	10308	125		95	644		446	212	12	243	1773	122	1541	350		299	235		144	22532	3013	16420	11		20
15	21146	91		102	219		258	199		296	1946	315	2313	320	10	516	380		428	13680	3720	12514	11		13
16	3009	65		57	870	17	647	46		77	934	41	843	68		59	127		100	10924	353	8096	6		13
17	3573	14		11	24		13	79		109	394	5	425	118		113	172		130	2267	261	1952			2
18	15581	4		9	96		150	202	26	297	69		119	262	9	376	413	10	501	2518	241	2572	45		57
19	6595	142		86	1153	9	1106	759	197	886	33		35	464	92	521	180	14	239	3030	546	2841	71		476
20	7897	16		15	68		84	113		167	318		274	184	10	150	63		68	11828	1005	8320	14		16
21	8633	14		16	52		45	161		201	51		81	366		354	91		109	12562	417	10330	5		32
22	9299	5		10	46		61	80		153	58		88	372		413	103		124	12804	317	9994	12		6
23	4517	67		83	21		23	111		202	34		65	256		335	70		78	3457	8	3862			4
24	18728	12		17	29		42	332	68	775	28		51	638	224	1083	110	9	140	3365	257	4176	78		185
25	18029	8		14	54		56	366	50	554	123		170	969	155	1043	115	9	146	9220	746	7102	9		20
26	14309	62		53	92		106	273	86	349	262		231	834	176	786	116		118	23821	1649	16328			11
27	7282	19		34	395	10	330	254	41	297	418		385	533	117	595	53		95	7403	910	5777			1
28	8151			2	872	45	690	747	140	704	227		205	782	174	706	80		54	2880	428	2047			13
29	8203	1		21	1167		684	423		432	104	...	102	665	60	644	103		109	5324	350	3644	3		11
30	32954	11		5	3620		2234	992	160	1120	343		334	1512	349	1581	285		229	14165	1651	10682	7		24
31	27474	8		10	346		220	485	57	704	261		257	695	158	630	616	193	611	4729	102	3547			6
32	38542	8		10	50		129	502	40	927	148		291	493	47	598	746	329	882	3878	162	3831	1		15
33	7828			3	226		369	358		457	410	3	373	427	10	456	376	90	480	4676	1041	4641			1
34	30022	45		61	524		267	944	40	1384	450		444	1563	60	1714	478	80	457	6052	100	4854	8		28
Totals	488683	990		1021	47965	799	40516	16096	1088	17723	10500	500	10761	20525	2176	21522	10589	833	10418	261704	21528	207310	458		1186

NATIVITY STATISTICS BY WARDS—CONTINUED.

WARDS.	COLORED.	HOLLANDISH.			HUNGARIAN.			IRISH.			ITALIAN.			LITHUANIAN.			MEXICAN.			NORWEGIAN.			POLISH.		
		American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.
1	3874	15		33	4		21	1284	58	1605	133	7	1239			2			3	29		148	19		228
2	4705	24		37	6		8	1061	174	1881	70	3	200						3	36		147	88		95
3	700	17		23	21		22	2556	46	1901	147	97					9		5	57		61	120		107
4	1445	75		48	95		77	2699	133	2357	66		51						3	90		125	44		40
5	575	102		77	15		15	8512	216	6382	508		462							204		142	147		68
6		83	5	82	23		39	13746	1023	7834	12		16	308		361	3		3	133	5	142	4061	33	3592
7	4	31		28	160		222	1865	115	1553	114		88	20		28				76		90	2491		2708
8	14	161		233	75		115	3151	114	2266	86		79							42		33	297		281
9		436		491	120		135	4039	59	3286	22		19	3		2			1	50		5	3292	16	2700
10		311	17	313	12		26	5836	362	4876	217		206	13		17			3	577	35	577	4406		3472
11	290	97		90	49		83	3983	348	3290	209		163				4		2	1756	7	1642	107		107
12	256	114		106	34		47	5800	727	5684	202		185	6		2			21	265		884	47		45
13	989	338		247	11		10	5887	743	3707	303		258						2	1090		969	53		62
14	10	163		120	376		361	1814	66	1538	85		79							4091	263	3677	1130		911
15		101		150	77		118	2238	237	1772	136		120						1	2171	153	2634	3732	72	4290
16	15	42		45	153		199	1102	31	583	143		108	12		11				3955	163	3511	19302	177	14608
17	399	4		6	35		45	1469	258	886	1805	51	1599						1	2597	72	2486	1385		793
18	681	35		43	15		22	3112	525	2687	194		190				8		13	52		82	90		107
19	246	48		65	141		226	8784	1823	5236	3266	67	4389	23		29	10		9	36		66	997		1090
20		33		32	8		4	1553	371	1089	27		30							91		109	530		440
21	32	19		30	9		24	1237		806	23		32				5		6	62		73	25	...	27
22	132	27		22	58		70	1491		1162	296		258							128		175	26		31
23	39	14		17	4		17	4679	12	4748	1338		1717							170		230	359		439
24	442	21		28	5		8	2814	214	3155	78		101							59		149	58		51
25	149	31		34	5		15	1737	131	999	23		30	12		9			2	325		345	28		42
26	6	33		36	10		16	1556	16	967	89		67							228		225	608		440
27	116	90		83	19		55	674	70	474	24		16							1441	12	1252	624		456
28	118	147		132	2		6	2579	427	1538	21		21			2				740		632	79		59
29	558	43		33	74		51	12614	2307	9452	40		37	169		227			3	478		372	595		450
30	1451	587		559	82		61	8978	1536	6413	126		113				7		4	816		684	2135		1671
31	985	916	75	864	15		9	2922	653	2479	228		196							104		122	86		68
32	843	72		106	3		76	2938	50	3280	24		50				2		9	136		219	81		84
33	125	76		75	125		126	2585	653	2801	54		69	67		93				238		246	5071	72	4602
34	312	5111	816	4630	87		100	3945	121	5667	239		247				2		8	409		448	145		171
Totals....	25814	9317	913	8918	1963		2489	131180	12608	104354	10348	128	12585	628		783	50	...	102	22732	710	22248	52158	370	44825

NATIVITY STATISTICS BY WARDS—CONTINUED.

WARDS.	CHINESE.	RUSSIAN.			SCOTCH.			SPANISH.			SWEDISH.			SWISS.			WELSH.			OTHER COUNTRIES.			MIXED PARENTS.		
		American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.	American born.	American born, one parent American.	Foreign born.
1	794	42		359	138	4	144	2		34	198	3	235	23		79	3		15	40		69	229		71
2	113	94	6	216	181	13	285	11		13	180	32	576	36	2	58	45		47	116		4	191		85
3	498	91		65	225	6	199	8		14	699	13	977	34		41	39		22	71		2	188		48
4	64	125		96	468	13	350	17		25	659	10	804	16		16	53		40	100	2	102	282		233
5	86	121		83	354	1	288	12		8	2732	4	2188	98		78	7		24	116	5	94	340	4	218
6	121	371		404	316	33	273			2	1103	120	893	29		21	129	10	94	67		63	243		209
7	55	8889		9360	24		19				129		145	26		20	2		9	101		104	234		170
8	15	2496		3124	72		64				43		62	26		21				89		90	275		217
9	12	313		280	109		90	2		3	385		402	64		43			1	42		49	218		172
10	34	143	10	118	439	12	419	5		7	2431	93	2118	49		50	83		73	42		30	438		411
11	67	241		235	482		473	4		5	602		689	32		41	103		101	18		12	19		36
12	121	96		127	1093	75	1086	11		16	519		709	59		52	222		261	44		48	182		200
13	55	111	20	81	656	43	510	28		12	857	21	877	79		89	63		66	2			73		90
14	11	844		913	412	52	364	20		13	2083	200	1951	118		97	39		62	3	...	8	8		25
15	29	107		248	304	24	421	5		15	2212	222	2852	115		130	58		118	8		1	33		74
16	26	359		958	84		106				1316	30	1266	51		51	9		6				16		45
17	16	127		129	94	10	87	5		2	589		688	28		34	4		7			2	12		34
18	66	255		249	258	30	372	10		28	142		365	32		45	77		74			63	10		31
19	39	1843		2855	319	70	314	17		20	131		186	42		46	79		110			4			16
20	6	21		22	116		102			3	429		504	47		78	24		27			4			26
21	10	21		35	124		103	4		6	498		710	86		89	7		11			2	42		7
22	4	63		74	139		133	1		5	2280	66	2468	122		126	13		15	3		12	35		25
23	8	88		123	90		111			10	7843		8864	14		34	6		8	7		11	38		14
24	32	57		55	314	36	466	8		29	649	5	1474	54		96	21		26	3		5	7		13
25	7	10		16	341	86	329	10		11	4678	79	5096	106		125	38		74				6	..	60
26	4	49		43	237	76	230	9		10	3151	100	2782	100	..	125	35		49	3		6	2		31
27		77		71	162	36	211	2		7	1435	38	1335	92		64	33		49		...		2		20
28	5	163		134	363	92	356			1	880		836	41		35	38		64						18
29	10	193		137	201	10	221	9		8	379		323	33		52	56		43				18		...
30	38	260		277	668	114	752	2		2	5236	225	4508	120		160	53		70	1		7	26		61
31	30	60	3	63	578	95	605			4	1417	49	1479	65		66	38		52			12			57
32	12	70		119	477	187	601	6		12	659	50	2026	73		76	111		126	11		18	9		32
33	27	155		205	214	82	223				3060	81	2891	59		73	136	...	177			3			3
34	30	155		134	588	98	697	14		21	3289		3458	82	3	134	133		96			4	10		12
Totals	2445	18140	39	20808	10640	1298	11004	222		346	52883	1435	56862	2051	5	2345	1757	10	2017	882	7	824	3186	4	2764

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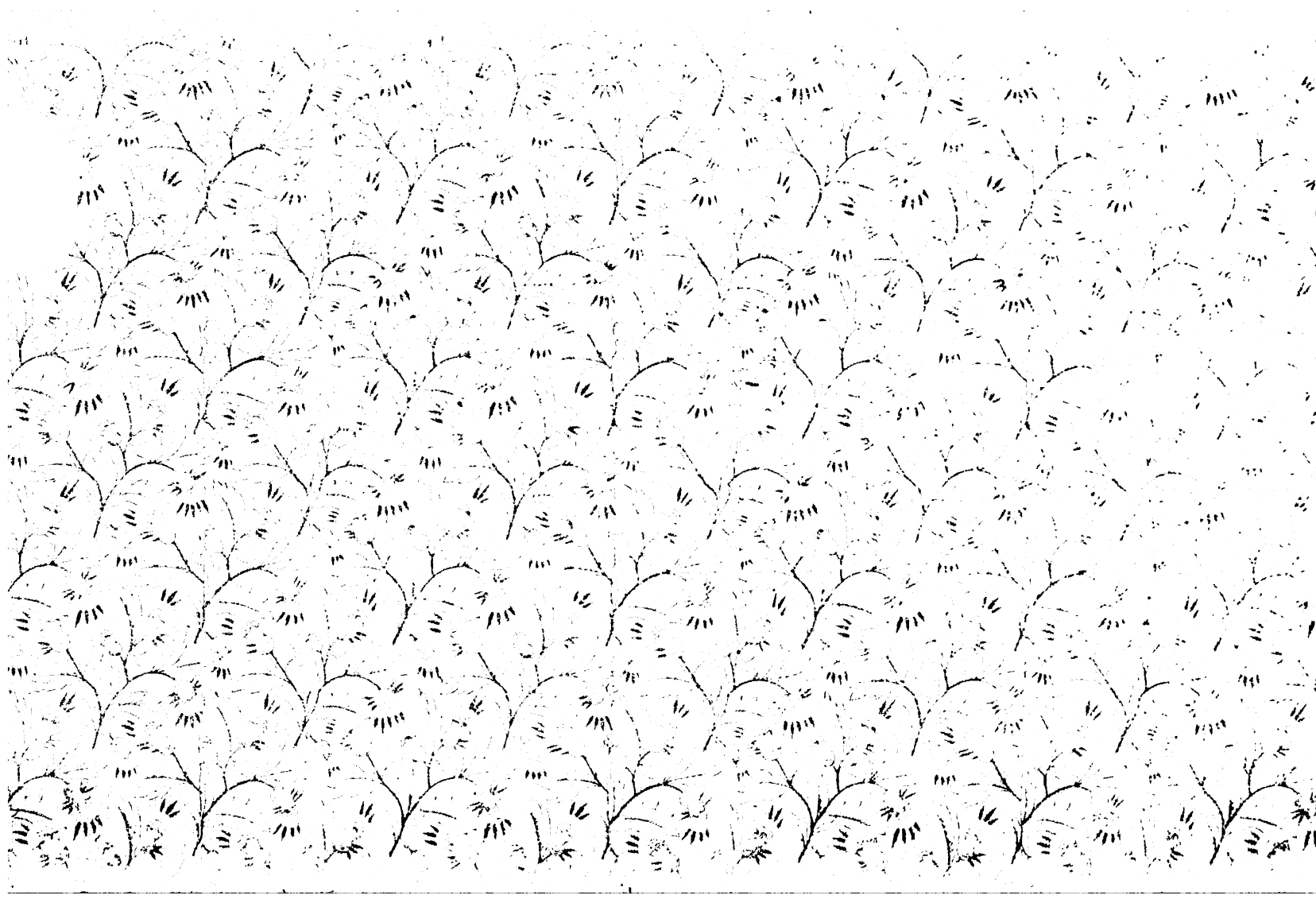
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